



**BRADFIELDS ACADEMY**

## **Safeguarding Policy**

**This policy will be reviewed on at least an annual basis and whenever significant changes to the systems and arrangements take place.**

**Where any changes, amendments or additions are made, the version number will change.**

**Reviews that result in no changes at all will maintain the same version number.**

<b>Approved by the Principal:</b>		<b>Date:</b>
<b>Approved by the Chair of Trustees</b>		<b>Date</b>
<b>Last reviewed on:</b>	September 2020	
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**Bradfields Academy**



**Child Protection  
Safeguarding  
Policy**

**September 2021**



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## Introduction

This policy forms an integral part of staff induction and staff everyday working practice. Safeguarding underpins everything that goes on in the academy. It is the process of ensuring that activities within our control keep students, staff and visitors to the academy safe and protected from allegation or accusation. It also recognises that not all elements of a student's life are in our control and it ensures there are clear processes and procedure in place should there be a concern.

The policy is available as:

- A link through the Staff Handbook
- As a link through the academy website
- As a document on the Safeguardsoftware reporting portal
- In hard copy from the DSL on request

Staff must ensure they are familiar with this policy along with the supporting DfE document Keeping Children Safe in Education (July 2021). Copies of the DfE document are available in the same way, or through the .gov web site.

Previously schools and academies have been required to gather staff's signatures to say that they have read at least Part 1 and Annexe A of the Keeping Children Safe in Education Document.

Bradfields requires staff to access the document from the Safeguardsoftware portal (even if they have read it in another way as this tracks who has read the document.) Reading the document has also been incorporated into the Safeguarding Training undertaken by all staff.

# What to do if you have a Welfare Concern at Bradfields Academy

## Why are you concerned?

For example

- Allegation/ child shares a concern or worry
- Indicators of abuse or neglect

Immediately record your concerns  
Follow the academy procedure by recording the concern on [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk)

- Reassure the child
- Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
- Use child's own words
- Sign and date your records
- Seek support for yourself if required from DSL

**Inform the Designated Safeguarding Lead** - This will happen automatically through the system.

## Designated Safeguarding Lead

Consider whether the child is at immediate risk of harm e.g. unsafe to go home  
Access the MSCP [Inter-Agency Threshold Criteria for Children in Need](#) for further guidance.  
If the child is at imminent risk of harm a referral will be made to First Response – 01634 334466  
If the child is NOT at imminent risk then a referral will be made via [\(the portal\)](#)  
If unsure then consult with First Response 'No Name Consultation line' 9:30 – 12:30 (01634 33 1662) or the First Response on 01634 33 4466  
Refer to other agencies as appropriate e.g. Social services, LADO or Police.

## If you are unhappy with the response

### Staff:

Follow local escalation procedures  
Follow Whistleblowing procedures

### Students and Parents:

- Follow academy complaints procedures [Bradfields Website](#)

Record decision making and action taken in the pupil's Child Protection/safeguarding file

## Monitor - Be clear about:

What action you have taken at the time of reporting the concerns.  
What you are monitoring e.g. behaviour trends, appearance etc.  
How long you will monitor  
Where, how and to whom you will feedback and how you will record

**Review and request further support** (if necessary)

At all stages the child's circumstances will be kept under review  
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

- Bradfields Academy is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Bradfields Academy recognises our statutory responsibility to safeguard and promote the welfare of all children.
- Bradfields Academy recognises the importance of providing an ethos and environment that will help children to be safe and feel safe. In our academy children are respected and encourage to talk openly.
- Through their day-to-day contact with pupils and their direct work with families, all staff and volunteers have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage. Our academy may be the only secure, stable and predictable element in their lives.

Bradfields Academy will endeavour to support the welfare and safety of all students through:

- Ensuring that the child's welfare is of paramount importance.
- Protecting children and young people at our academy from maltreatment and exploitation.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the academy's procedures and lines of communication.
- Ensuring that staff have up to date knowledge about keeping children safe including the increased risks online.
- Ensuring that children and young people at our academy grow up in circumstances consistent with the provisions of safe and effective care.
- Providing children a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (Relationships and Sex Education) to help students stay safe, recognise when they don't feel safe and identify who they might / can talk to.
- Ensuring that safeguarding considerations are paramount in the designing and implementation of remote education.
- Work with parents to ensure that parents understand the academy's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals.
- As an academy we ensure all staff have the knowledge and understanding to embed safeguarding through systems so that safeguarding is a robust element of our academy.
- Ensuring all steps are taken to maintain site security and students' physical safety
- The voice of the child is evident in case files and informs policy developments.
- Ensuring that the academy practises safer recruitment processes in checking the suitability of staff, volunteers, visitors/contractors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all our children at our academy.

- Working with a commitment to safeguarding/child protection in a multi-agency environment and developing effective and supportive co-operation with other agencies.

**This policy should be read in conjunction with:**

- ['Keeping children safe in education' \(revised for July 2021\)](#) – statutory guidance for schools, academies and colleges from the Department for Education, setting out the responsibilities placed on establishments to safeguard and promote the welfare of children.
- ['Working together to safeguard children' 2018](#) – this statutory guidance for organisations and professionals who provide services to children was revised in 2018 to reflect multi-agency safeguarding arrangement
- ["What to do if worried a child is being abused" \(March 2015\)](#) - Guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take.
- ['Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#) this advice is for practitioners and senior managers. It helps them decide when and how to share personal information legally and professionally.
- [Section 175 of the Education Act 2002](#) requires governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The above regulation is for Maintained Schools. As an academy the regulation that binds us to the same course of action is [Part 3 of the schedule to the Education \(Independent Schools Standards\) Regulations 2014](#). As the Local Authority controls referrals to Bradfields Academy we are part of the Medway Safeguarding Board Partnership so both directives apply.

## Definition of Safeguarding

- 'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interests** of the child. (['Keeping Children Safe in Education' \(2021\)](#)).

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Safeguarding children is defined in '[Working together to safeguard children' 2018](#) as:

- protecting children from maltreatment
  - preventing impairment of children's health or development
  - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes
- All relevant policies will be reviewed on an annual basis by the Board of Trustees which has responsibility for oversight of safeguarding and child protection systems.
  - The Designated Safeguarding Lead / Principal will ensure regular reporting on safeguarding activity and systems in the academy to the Board of Trustees. The Trustees will not receive details of individual student situations or identifying features of families as part of their oversight.
  - The Designated Safeguarding Lead/ Principal will ensure they consider the potential criminal aspects of child protection concerns and seek consultation with the police in addition to following local safeguarding procedures.

## Key Responsibilities

- The Trustees, and staff have read and will follow '[Keeping Children Safe in Education' \(2021\)](#).
- Bradfields Academy has a nominated trustee for safeguarding, **Peter Martin** The nominated trustee will take the lead role in ensuring that the academy has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Board of Trustees, Principal and Leadership Team will ensure that the DSL is suitably supported in their role and ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across the academy.
- The Board of Trustees should ensure that the DSL has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the academy on child welfare and child protection. The Designated Safeguarding Lead/Deputy Designated

Safeguarding Lead receives appropriate and regular supervision from senior leadership team or external services.

### **Designated Safeguarding Lead (DSL)**

- The Designated Safeguarding Lead will carry out their roles in accordance with ['Keeping Children Safe in Education' \(2021\)](#).
- The academy has appointed **David Waters (Vice Principal)**, as the Designated Safeguarding Lead (DSL) they are a member of the leadership team. The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and any deputies will undergo appropriate training to provide them with the knowledge and skills required to carry out their role. This will include up to date training pertaining to online safety.
- The DSL is ultimately responsible for online safety in the academy and will work with the Network Manager, the Subject Leader for computing, and the Subject Leader for PSHCE to ensure that hardware, software and procedures are in place to enable online safety in the academy, along a good level of education about online life outside of the academy.
- The DSL and any deputy DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods (e-bulletins, conferences, local meetings, other training etc.) at regular intervals and at least annually, to keep up with any developments relevant to their role.
- The academy has appointed additional staff to deputise for the DSL, Emma Davies is the Deputy DSL for Bradfields Academy and Elizabeth Halton is the Deputy DSL for Forward 2 Employment (an SPI managed by Fortis Trust. Further detail is available in the F2E Safeguarding policy.) Deputy DSLs have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this responsibility will not be delegated.
- **It is the role of the DSL to:**
  - Be the main contact point for all academy staff to discuss any safeguarding concerns.
  - Ensure online safety is a high priority and all staff are aware and trained to identify the signs.
  - Liaise with relevant staff to ensure online safeguarding procedures are in place.
  - Liaise with relevant members of staff to ensure that online safety is taught through computing and PSHCE.
  - Ensure through Subject Leads that online safety has been considered in developing remote learning modules.
  - Manage and maintain the confidential paper/electronic case management systems to record cause for concerns on students to ensure the quality of information is accurate, proportionate, and timely, also assessment/referrals are made appropriately.

- Coordinate safeguarding action for individual children
    - In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority who looks after the child (with the DSL liaising closely with the designated teacher.)
  - To liaise with safeguarding partners, other agencies and staff in line with Working together to Safeguard Children 2018.
  - Ensure that Medway referral procedures are followed as necessary (see referral process page 2).
  - As required represent and liaise appropriately with other professionals and ensure the academy is represented at multi agency safeguarding meetings (including child protection conferences.)
  - Ensure all members of staff have access to, and understand this academy's safeguarding child protection policy and procedures especially new and part time staff.
  - Act as a source of support, advice and expertise for all staff during term time (during academy hours) for staff in the academy to be able to discuss any safeguarding concerns.
  - To ensure provision is available in the holidays should the Social Care Team need details on urgent cases.
  - To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff this will assist with any measures the academy may put in place to protect them.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within ['Keeping Children Safe in Education' \(2021\)](#).

## Members of Staff

- **All members of staff have a responsibility to:**
  - Provide a safe environment in which children can learn.
  - Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
  - Know the names of the DSL team and understand their role
  - Have read and understood part one of ['Keeping Children Safe in Education' \(2021\)](#).
  - Identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
  - Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
  - Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- All members of staff at Bradfields Academy know what to do if a child tells them they are being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaise with relevant professionals such as the DSL and other agencies.
- In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only.
- Understand and comply with this policy and understand other safeguarding policies and systems.
- To undertake regular and appropriate training.
- Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the academy safeguarding regime. (this may include accessing the academy whistleblowing policy)

## **Children and Young People**

### **Children and young people (students) have a right to:**

- Contribute to the development of academy safeguarding policies.
- Seek help from a trusted adult and feel listened to.
- Learn how to keep themselves safe by recognising when they are themselves at risk and how to get help when they need it, including online.

## **Parents and Carers**

- **Parents/carers have a responsibility to:**
  - Work in partnership with the academy to safeguard and promote the welfare of children and understand Bradfields Academy statutory responsibilities in this area.
  - Read and adhere to the relevant academy policies and procedures.
  - Talk to their children about safeguarding issues and support the academy in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm.
  - Seek help and support from the academy, or other appropriate agencies.
- We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' 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 safeguard students.

**The welfare and safety of children are the responsibility of all staff and ANY concern for a student's welfare MUST be reported to the Designated Safeguarding Lead.**

## Recognition and Types of Abuse and Neglect

- As an academy we are aware that abuse, neglect and safeguarding issues are rarely individual events that can be covered by one definition or label. In most cases multiple issues will overlap with one another for further guidance:  
[Responding to Abuse and Neglect](#)
- Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or a deputy).
- All staff should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
  - **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.
  - **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
  - **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.
  - **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.
- **The most up to date definitions and possible indicators and signs of abuse are found in Appendix 1 of this document. Staff should also refer to ['Keeping Children Safe in Education' \(2021\)](#). and [What to do if you are worried a child is being abused 2018](#).**
- All staff members are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. All staff, but especially the Designated Safeguarding Lead should be considering the context within which such incidents and/or behaviors occur. This is known as "**Contextual Safeguarding**", which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. **Further information on Contextual safeguarding can be found in Appendix 4 of this document.**
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviours for a younger child might be normal for an older child.
- Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this

could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## Specific Safeguarding Issues

- Bradfields Academy is aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context.
- All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. The categories/issues that follow are by no means an exhaustive list but gives an indication of the current themes in safeguarding and protecting children.

### Peer on Peer/Child on Child Abuse

- Bradfields Academy recognises that children are capable of abusing other children. This is referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.
- Bradfields Academy will not tolerate, dismiss or minimise any harmful behaviours in school and will take swift action to intervene when this occurs. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and in accordance with the Medway Safeguarding Children's Partnership procedures.
- The academy will follow the guidance [Sexual violence and sexual harassment between children in schools and colleges 2018](#) and [Keeping Children Safe in Education 2021](#)
- The academy will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS ["Sexting in Schools and Colleges"](#) guidance.
- Further information in relation to the academy's approach to "sexting" can be found in the Online Safety Policy.
- The academy will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour both in person and online, and minimise the risk of all forms of peer on peer abuse. We will also ensure that children recognise warning signs and are aware of support both within the academy and externally (such as Kent Police, ChildLine etc.)

### Child Sexual Exploitation (CSE)

- Bradfields Academy recognises that Child Sexual Exploitation (CSE) is a type of [sexual abuse](#). When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called [grooming](#). They may trust their abuser and not understand that they're being abused.
- Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them.
- Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Children and young people who are exploited may also be used to 'find' or coerce others to join groups.
- Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to. To support in identifying the signs of child sexual exploitation please refer to the [CSE-Toolkit Kent and Medway](#) and [the MSCP Risk Assessment tool for sexually active young people](#).
- Where a CSE concern has been identified, the form linked below is to be used to provide intelligence to the police in order to get a better understanding of local CSE concerns and issues. DSL/DDSL can use the link - [Report a CSE concern](#) online. If further support is needed then the CSE team can be contacted directly through [cse.team.kent.and.medway@kent.pnn.police.uk](mailto:cse.team.kent.and.medway@kent.pnn.police.uk)

Alternatively the DSL/DDSL can complete the [Child Sexual Exploitation form](#) by hand and email the completed form to the Multi-Agency Child Sexual Exploitation Team (CSET) on [cse.team.kent.and.medway@kent.pnn.police.uk](mailto:cse.team.kent.and.medway@kent.pnn.police.uk).

### Child Criminal Exploitation: County Lines

- County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. (*UK government definition - [Criminal Exploitation of children and vulnerable adults: County Lines guidance 2018](#)*)
- Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.
- The exploitation of young and vulnerable people is a common feature in the facilitation of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to secure the use of dwellings held by vulnerable people in the rural marketplace this is commonly referred to as cuckooing. Cuckooing is a term used to describe a **form of crime in which drug dealers take over the home of a vulnerable person** in order to use it as a base for storing or dealing drugs.

- Should we have reason to believe a student has become involved in this activity we will make referrals to First Response in Children's Social Care and the police.

***Keeping Children Safe in Education 2021 have updated their policy to include 'Serious crime'. Specific guidance has been added to support schools and academies where pupils may be at risk from serious crime***

- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs (DfE, 2019a)
- All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools, academies and colleges is provided in the Home Office's [Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance](#).

### **Children Missing Education (CME)**

- All staff should be aware that children going missing, **particularly repeatedly**, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
- Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
- Bradfields Academy recognises that, when a child is not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.
- Staff should be aware of unauthorised absence and children missing from education procedures.

### **Domestic Abuse**

- Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.
- Bradfields Academy recognises that Domestic abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional abuse.
- In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

- Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: [Medway Domestic Abuse Service](http://www.safelives.org.uk) and <http://www.safelives.org.uk>

### So-called 'Honour-Based' Abuse

- So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.
- All staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

### Female Genital Mutilation (FGM)

- 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.
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with other 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. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students.
- The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty [FGM Fact Sheet](#)
- Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the academy's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate.
- If you have identified someone who has undergone or is at risk of FGM please refer to [Kent and Medway procedures](#) and follow the flowchart on page 16 which will provide you with appropriate advice and guidance dependent on the incident.

### Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. Forced marriages occur when either or both participants have been pressured into entering matrimony, without giving their free consent. It's not the same as an arranged marriage, which may have been set up by a relative or friend, and has been willingly agreed to by the couple.
- Bradfields Academy recognise that some communities use religion and culture as a way to coerce a person into marriage. Sometimes violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.
- The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools, academies and colleges. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

## Breast Ironing

- Breast flattening is a form of child abuse. See the CPS legal guidance on [Child Abuse](#)
- Breast Ironing is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education
- There are potentially significant physical and psychological consequences and risks related to this practice. Breast flattening is a form of child abuse. Therefore professionals must follow their Local Safeguarding Children's Board Procedures.

## Preventing Radicalisation

- The Counter Terrorism and Security Act 2015 placed a duty on specified authorities, which includes academies, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The academy's work in promoting life in modern Britain and promoting Fundamental British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) through the curriculum and pastoral programs underpins this strategy.
- Staff should be aware that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
- The department has 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.
- Every member of staff at Bradfields Academy recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks.

- All staff and governors should complete the [Prevent online Awareness training](#) package developed by the Home Office which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.
- 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 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. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

## Safeguarding and Child Protection

- Bradfields Academy adheres to the MSCP Safeguarding Children Procedures. The full MSCP procedures and additional guidance relating to specific safeguarding issues can be found on the MSCP website <https://www.medwayscp.org.uk/mscb/>
- If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 2 for a flow chart setting out the process for staff when they have concerns about a child.
- If a child is at risk of imminent danger or harm concerns will need to be referred by telephone to First Response 01634 334466 and/or the police. If it is an emergency the police need to be called on 999.
- **If there are child protection concerns the role of the academy is NOT to investigate but to recognise and refer**
- **Less urgent concerns or requests for support will be referred to Children's social care and Early Help via the Medway online form ([the portal](#))**
- Once staff have spoken to the DSL the options the DSL will take will then include:
  - managing any support for the child internally via the academy's own pastoral support processes;
  - an Early Help Assessment or
  - a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.
  - All information and actions taken including the reasons for any decision/actions made, will be fully documented on a child's record.
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Wherever possible the academy will share safeguarding concerns, or the intention to refer a child to Children's social care, with parents or carers. **However staff will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.** On occasions it may be necessary to

consult with First Response and/ or the police for advice on when to share information with parents/carers.

- If the DSL is not available to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation from the 'No Name' consultation line in First Response (9:30-12:30) on 01634 33 1662. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- Staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the academy's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider a re-referral.
- If there are concerns regarding the decision making for a child by any agency then the [MSCP escalation procedures](#) can be used to explore the concerns and consider agency practice and action. .
- All members of staff are made aware of the internal and local Early Help support services. Where a child is being offered or receiving Early Help support, staff will be supported to understand their role in any Early Help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all Early Help cases under constant review and consideration will be given to a request for support to the First Response if the situation does not appear to be improving or is getting worse.

### The child's wishes

- Where there is a safeguarding concern, Governing Bodies, proprietors and academy leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best interests of the child at their heart. This must not prevent safeguarding action being taken, for the child or children involved.**

## Record Keeping

- Well-kept records are essential to good child protection practice. Our academy is clear about the need to record any concern about a child or children within our academy and when these records should be shared with other agencies.
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).
- Staff will record any welfare concern that they have about a child on the academy's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the academy. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- The DSL will keep the Principal informed of any significant issues.

### Incident/Welfare concern forms

There are no paper copies of this forms. All concerns are logged electronically on the [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk) system . This ensures that a complete chronology is kept. Any notes that are made during an interview will be scanned and attached to a students chronology by the DSL. These notes must be signed and dated.

### Child protection file

- Where children leave the academy the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## Multi-agency Working

- Bradfields Academy identifies that they have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the academy contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children 2018](#). It is especially important that the academy understand their role in the new safeguarding partner arrangements. See [MSCP Website for further information](#)
- Bradfields Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.
- Academies are not the investigating agency when there are child protection concerns, we will however contribute to the investigation and assessment processes as required.
- Bradfields Academy recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings
- The Academy Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.
- Bradfields Academy identifies the importance of a good working relationship between agencies but sometimes there may be a difference of professional views. The safety of children is the priority consideration in any professional disagreement.
- MSCP have an [Escalation Policy](#) which gives you clear routes to escalate concerns so agencies can agree a way forward.

Professionals should use the [Escalation Policy](#) if they have concerns about decisions made by other professionals or agencies that may be getting in the way of keeping a child safe.

## Confidentiality and Information Sharing

- Bradfields Academy expects all staff to treat information they receive about a children and young people in a discreet and confidential manner. Confidential information should never be used casually in conversation or shared with any person other than a '**need to know basis**'.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard
- The Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As an academy we

adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral and subsequent investigation by the appropriate authorities.

## Complaints

- Bradfields Academy has a complaints procedures. This can be found on the Bradfields Academy website. As an academy we encourage children and families to raise with us complaints, concerns or comments and have a robust internal investigation process.
- The complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through [Ofsted](#) or [Education Skills Funding Agency \(ESFA\)](#).
- Safeguarding concerns should be raised with the academy immediately. If a concern or a child is at immediate risk then the individual needs to contact First Response 01634 334466 or the police on 101. All visitors are given a safeguarding leaflet that outlines how to share concerns and also code of conduct expected by visitors/contractors.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Staff Code of Conduct policy and the Grievance Procedures

## Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of "[Keeping Children Safe in Education](#)" (2021) which covers Safeguarding information for all staff. Academy leaders will read the entire document. Academy leaders and all members of staff who work directly with children will access Annex A within [1 Keeping Children Safe in Education 2021](#). The electronic system [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk) keeps a record of staff that have read the documents.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the academy's internal safeguarding processes.
- All staff members (including temporary staff) will be made aware of the academy's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- All staff should undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.

- All members of staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up to date register of who has been trained.
- Bradfields Academy has a nominated lead for the Board of Trustees **Peter Martin**, all members of the Trust Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice and the academy's Code of Conduct.
- Staff should be aware of the academy's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures.
- A list of staff that have accessed Team Teach physical intervention training will be kept by the Principal/Designated Safeguarding Lead and updated in-line with [use of reasonable force](#) DfE guidance. All incidents will be recorded in-line with guidance.
- If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with, for how long. Doors, ideally, should have a clear glass panel in them and be left open.
- Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in [Guidance for safer working practice for those working with children and young people in education settings May 2019](#) (Safer Recruitment consortium). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.
- Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the academy's Online Safety Policy and Acceptable Use Policy.

## Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The academy will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - All staff will be supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

## Safer Recruitment

- Bradfields Academy values the importance of developing a safe culture and is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- Bradfields Academy will use the recruitment and selection process to deter, identify and reject unsuitable candidates. We will ensure that detailed checks are carried out and evidence is provided e.g. criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information this will aid the academy in making a decision about the suitability of the prospective employee.
- The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2021).
- Safer recruitment procedures will include the requirement for appropriate checks in line with national guidance (see: [Safeguarding Children and Safer Recruitment](#))
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

## Allegations Against Members of Staff and Volunteers

- Bradfields Academy recognises that allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:
  - Allegations should be referred immediately to the Head Teacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. Please refer to the Medway [LADO Leaflet](#) if you need further information.
  - In the event of allegations of abuse being made against the Principal then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
  - Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact **the LADO directly on 01634 331065**.
  - The Principal or Chair of Trustees will seek advice from the LADO within 24 hours of the alleged incident. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.
- Bradfields Academy has a legal duty to refer to the [Disclosure and Barring Service](#) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

### Whistleblowing Procedure

- All members of staff are made aware of the academy's Whistleblowing procedure highlighted within the Whistleblowing Policy and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

- Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
  - Staff can also access the [NSPCC whistleblowing helpline](#) if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Safeguarding Children with Special Educational Needs, Disabilities and Vulnerabilities

- As a specialist institution Bradfields Academy understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These children may have an impaired capacity to resist or avoid abuse.
- All staff will ensure that children with SEN and disabilities will be able to overcome the barriers that exist for this group of children and specifically ensure that those with communication difficulties will be supported to make sure that their voice is listened to and acted upon.
- It is important that all staff are aware that children with SEN and disabilities may not always outwardly display indicators of abuse and that some children can be disproportionately impacted by things like bullying without outwardly showing signs.
- All members of staff are encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not make an assumption that they are related to the child's disability.
- Students with a Social Worker are considered vulnerable. Within Bradfields Academy these will include both Looked After Children and those that are considered to be on the safeguarding ladder. This will range from Early Help to those on Child Protection Plans. Information and related documentation will be shared to all staff as far a confidentiality allows.

## Online Safety

- It is recognised by Bradfields Academy that the use of technology presents challenges and risks to children and adults both inside and outside of the academy.
- The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm
- The DSL has overall responsibility for online safeguarding within the academy.
- The DSL and leadership team will read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2021.

- Bradfields Academy identifies the breadth of issues within online safety can be considerable, but they can be broadly categorised into three areas of risk:
  - **Content:** being exposed to illegal, inappropriate or harmful material
  - **Contact:** being subjected to harmful online interaction with other users
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
  - **Commerce:** risks such as online gambling, inappropriate advertising, phishing, and/or financial scams
- Bradfields Academy recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 has appropriate policies in place that are shared and understood by all members of the academy community. Further information reading the specific approaches relating to this can be found in the academy's **Online Safety Policy**, **Acceptable Use Policy** and **Image Use Policy** which can be found in the staff room, on the website, or from the ICT Technicians
- Should concerns around indecent images arise the police may, need to be involved in cases to ensure thorough investigation including collection of all evidence. Adults should not view youth produced sexual imagery. Never copy, print or share the imagery; this is illegal.
- All incidents relating to youth produced sexual imagery need to be recorded. This includes incidents that have been referred to external agencies and those that have not.
- Bradfields Academy will ensure that when pupils and staff access the academy systems and internet provision appropriate filters and monitoring systems are in place.
- Filtering and monitoring is an important part of Bradfields' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the academy control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
  - Bradfields Academy recognises that many pupils and parents will have unlimited and unrestricted access to the internet via 3G and 4G in particular this is external to the academy's control such as mobile phones and other internet enabled devices. Where concerns are identified appropriate action will be taken.
- Bradfields Academy will ensure a comprehensive whole academy curriculum is developed and in place to enable and equip all pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world and manage the risks effectively. Please see the ['Teaching online safety in school June 2019'](#) guidance which outline how schools and academies can ensure their pupils understand how to stay safe online.
- The academy will also support parents and the wider academy community (including all members of staff) to become aware and alert to the need to keep children safe online.

- All staff will access the Educare module regarding online safety.

## Curriculum and Staying Safe

- Working Together to Safeguard Children (2018) states that the curriculum should ensure opportunities for “developing children’s understanding, awareness and resilience”.
- Schools and academies play a pivotal and essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- The academy uses the PSHCE and RSE curriculum to increase self-esteem, self-awareness and social and emotional understanding, assertiveness and decision making this ensures that our pupils have a range of strategies to ensure their own protection and that they are able to also protect others. Online safety is also integrated in to the curriculum. The 2021 changes have been incorporated into the curriculum and are ready to deliver as per the national guidance and statutory obligations.
- The academy ensures that teachers that teach the PSHCE and RSE curricula have been trained and equipped to deliver high quality PSHE education in a safe way. For further information and training on Medway PSHCE programs please follow the link: [School PSHE programmes](#)
- Children feel they are able to talk to a range of staff when they feel they are worried and can feedback about their academy experience. Children at Bradfields Academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.
- Other systems that exist outside of expected day to day classroom interaction and support include: Anti-Bullying Policy, SEN Policy, Stonewall Ambassador, Play Leaders.

## The Use of Premises by Other Organisations

- Services or activities provided separately by another organisation from time to time may seek to use the premises. The Principal or Governing Body will seek written assurance that the organisations concerned have suitable policies and procedures in place with regard to safeguarding children and that relevant safeguarding checks have been made for all staff and volunteers. Without this assurance then an application to use the premises will be refused.

## Security

- Bradfields Academy has a responsibility to provide a secure site that is controlled by clear management directives, but the site is only as secure as the people who use it. Therefore all staff and people on the site have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Visitors and volunteers must only enter through the main entrance and after signing in at the office will be issued with an academy lanyard or visitor’s pass.

Bradfields has a clear system of ensuring visitors are to be accompanied/supervised by [regulated staff member](#). Any individual on site who is not known or identifiable by a visitor's pass may be challenged by any staff member for clarification and reassurance.

- Bradfields Academy will not tolerate or accept the behaviour of any individual (parent or other) that threatens academy security or leads others (child or adult) to feel unsafe). This type of behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the academy site.

## Monitoring and Review

- All academy staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/guardians.
- This policy has been written in (September 2020) to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents. The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.
- The policy forms part of our academy development plan and will be reviewed annually.

## Local Support

- All members of Staff in Bradfields Academy are made aware of local support available.

If a child may be at risk of **imminent harm** you should call **Children's Services First Response Team on 01634 334466** and/or the **Police on 999**

- **Contact details for Education Safeguarding Officers (Education Safeguarding Service)**
  - Kate Barry (Education Safeguarding Officer – Full time)
  - 01634 331017
  - [kate.barry@medway.gov.uk](mailto:kate.barry@medway.gov.uk)
  - [educsafeguarding@medway.gov.uk](mailto:educsafeguarding@medway.gov.uk)
- **Contact details for the LADO:**
  - Telephone: 01634 331065
  - Further information and contact details found: [Advice and resources for professionals](#)
- **Children's Social Work Services**
  - First Response: 01634 334466 (Monday to Friday from 9am to 5pm)
  - Out of Hours: 03000 419 191
- **Kent Police**
  - 101 (or 999 if there is an immediate risk of harm)

- **Medway Safeguarding Children Partnership (MSCP)**
  - [mscp@medway.gov.uk](mailto:mscp@medway.gov.uk)
  - 01634 336 329

## National Support

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### Definitions of Forms of Abuse

**All** academy staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- **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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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.

Please click on the hyper link for further information, advice and guidance:

[NSPCC Physical Abuse](#)

- **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 from 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.

Please click on the hyper link for further information, advice and guidance:

[NSPCC Emotional Abuse](#)

- **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Please click on the hyper link for further information, advice and guidance:  
[NSPCC Sexual Abuse](#)

**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, for example, 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.

Please click on the hyper link for further information, advice and guidance:  
[NSPCC Neglect](#)

## Specific Safeguarding Issues

Please see below links to information and guidance about specific safeguarding issues. You will find further information in [Annex A: Keeping Children Safe in Education 2021](#)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Violence (FGM and Breast Ironing)

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>
- Information and resources  
<https://www.gov.uk/government/collections/female-genital-mutilation>
- Multi agency guidance <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- National FGM Centre <http://nationalfgmcentre.org.uk/fgm/>

### Sexual Abuse and CSE

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### Drugs

- Drugs advice for Schools: [Gov.uk Drugs advice for schools](#)
- Talk to Frank <https://www.talktofrank.com/>

### **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## APPENDIX 2

### Related Safeguarding Policies

This policy is one of a series in the academy's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below: (to be read and followed alongside this document).

- Behaviour Management, linked to the Use of Physical Intervention
- Online Safety and Social Media
- Anti-Bullying
- Data Protection and Information Sharing
- Image Use
- Sex & Relationship Education
- Personal and Intimate Care (Within Medical Policy)
- Health and Safety
- Attendance
- Risk Assessments (e.g. trips, use of technology)
- First Aid and Accidents
- Managing Allegations Against Staff
- Staff Behaviour Policy (including Acceptable Use of Technology)
- Safer Recruitment
- Whistleblowing

## APPENDIX 3

### Procedure for dealing with disclosures (the 6 R's – what to do if)

#### 1. Receive:

- Listen to what is being said without displaying shock or disbelief you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.
- Accept what is being said without judgement.
- Take it seriously.

#### 2. Reassure:

- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now".
- Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children.
- Acknowledge how difficult it must have been to talk and reassure them they have done the right thing.

#### 3. React:

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open "TED" questions; Tell explain describe
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to.

#### 4. Record:

- Make some very brief notes at the time and write them up in detail as soon as possible.
- Do not destroy your original notes
- Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used by the child
- Record statements and observable things, not your interpretations or assumptions – keep it factual.

#### 5. Remember:

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to other agencies

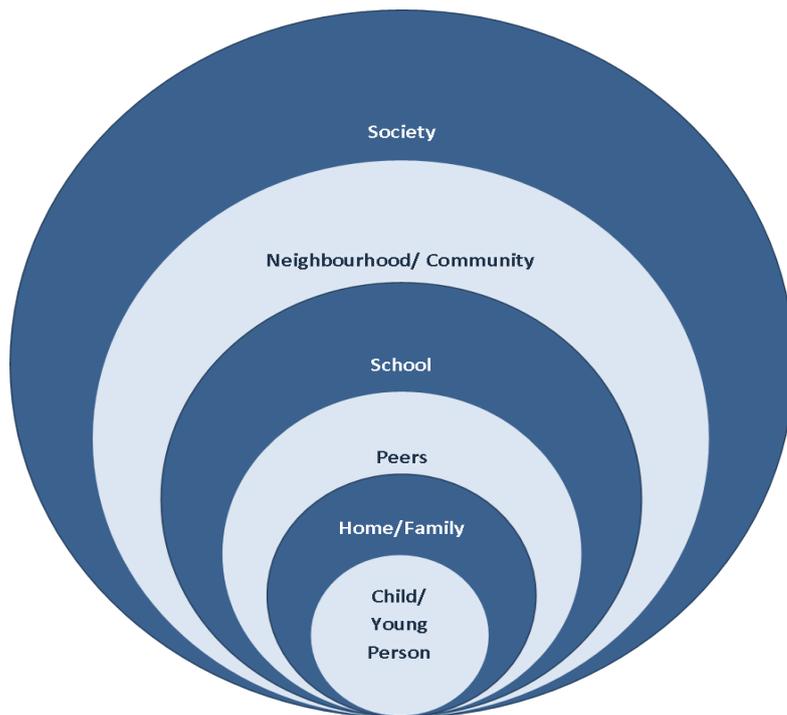
#### 6. Relax

- Get some support for yourself

## APPENDIX 4

## Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighborhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding can be simply illustrated as:



### Contextual Safeguarding – Areas of Risk

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This list isn't exhaustive but includes:

- peer on peer and relationship abuse
- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces
- trafficking and modern slavery

### Importance of Context:

As children move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families. During this time the nature of young people's schools and neighbourhoods, and the relationships that they form in these settings, inform the extent to which they encounter protection or abuse. Evidence shows that, for example: from robbery on public transport, sexual violence in parks and gang-related violence on streets, through to online bullying and harassment from school-based peers and abuse within their intimate relationships, young people encounter significant harm in a range of settings beyond their families.

## APPENDIX 5

### DSL poster

#### Safeguarding Poster for Staff, Volunteers and Visitors:

Open document below:



**Welcome to (Name of School)**  
**SAFEGUARDING CHILDREN**

Our school is committed to safeguarding all members of our community  
We have a detailed Child protection and Safeguarding policy and work hard to ensure that this is followed.  
If you have a concern about a young person in school and believe that they may be suffering or are at risk of harm or abuse you should report it to the Designated Safeguarding Lead (insert name, position and or email) (The school may wish to include the relevant procedures here)

**MEMBER OF STAFF RESPONSIBLE IN SCHOOL:**  
Name of Designated Safeguarding lead and positions in school

**ALTERNATIVELY PLEASE CONTACT:**

Name	Name	Name
Copy and paste image of the school's Designated Safeguarding lead and delete box	Copy and paste image of the school's Designated Safeguarding lead and delete box	Copy and paste image of the school's Designated Safeguarding lead and delete box
Position in school	Position in school	Position in school

#### Safeguarding Poster for Pupils:

Open document below:



**Welcome to (Name of School)**

**If you are worried or feeling scared there are people in school you can talk to.**

**Need help?**  
Name  
Position in school

**You can talk to any member of staff**  
Name  
Position in school

**Speak to us we are all here to listen to you**

**Are you worried about something?**  
Position in school

### ACCESSING THE ONLINE SAFEGUARDING SYSTEM

Go to the website [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk)

Enter your email address and password:

- In the first instance this will be your email address ending in @bradfieldsacademy.co.uk, @fortistrust.co.uk, or for the Supported Internship Students it will be @forward2employemeny.co.uk
- You will then need your password. If you are a new user you will have been emailed a password. If you have forgotten your password click on the reset password button and you will be emailed a new password.

Once logged in you will see 4 categories on the left. On the right at the top of the screen there is a blue man and a life belt.

- The blue man allows you to logout, but also to edit your account. Here you can change your email address if you want to the one ending in @fortistrust.co.uk and this will not alter anything you have done in the past such as referrals or training.
- The lifebelt allows you to report any issues direct to the safeguardsoftware team.

The categories on the left are:

- **Create** – allows you to search for a student and create a concern
- **Documentation** – allows you to access important documentation in the world of safeguarding and access the documents that I have uploaded for you to read
- **Training Record** – allows you to see your training record
- **Training** – allows you to undertake the training.

To create a concern

- Select **Create** and enter the name of the student. You will be presented with the student and their photo from SIMS. Click on the create button.
- You will then be prompted for a category. This is important as part of the statutory return we have to do is about the number of referrals in each category. You need to be familiar with what constitutes each category. To help, a screen tip appears when you hover over each category.
- If you are unsure then please ask.
- You can select more than one category.

Once the category has been selected then you need to fill in the detail including:

- Exactly what the student said as close to verbatim as possible or what the concern is that you have.
- Any questions that were asked and the answers.
- Any names in full that were used. NOT INITIALS.
- Any details that have been passed to anyone else and when was this done.
- The date and time of any incidents if possible.
- Any other relevant information.

- When prompted for the date and time, this is referring to the date and time of the disclosure or when the concern was noted.

When complete click the button and you will receive a message saying “Concern registered for .....

Please remember to logout.

### **COVID-19 (Coronavirus) Policy – Archived (2021)**

**The following detail was added to the policy during the Covid 19 pandemic. The amendments brought in as emergency updates were added in this Appendix rather than throughout the policy as eventually they would have needed removing as the academy returned to a more normal way of working.**

**Updates for September 2021 have assumed a more normal way of working. It seems premature at this stage to delete this appendix as the future around Covid 19 impact is still uncertain. The academy has therefore archived this appendix for the moment in case any elements need reinstating.**

Like many other providers Bradfields Academy finds itself working in a very different way during these unprecedented times. The DfE has produced advice and guidance for schools, academies, and colleges and these form the update to this policy.

Whilst the Government article published on the 27<sup>th</sup> March 2020 and updated regularly to the 20<sup>th</sup> May 2020 (currently) entitled [Coronavirus \(COVID-19\): safeguarding in schools, colleges, and other providers](#) is guidance, this document is Bradfields Academy's Safeguarding Policy and must be adhered to. It has been updated using the relevant sections of the aforementioned guidance.

### **Role of the Local Authority**

The Department for Education is working very closely with all local authorities to ensure that children of critical workers and vulnerable children can, where required, attend a school or college. The department will, via regional school commissioners, continue to support local authorities' crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.

### **Safeguarding and Clusters**

Currently Bradfields is open. Staff that are providing onsite support for students must continue to use the same safeguarding procedures that they do on a normal day in the academy. The principles of Keeping Children Safe in Education must still apply. A copy of Keeping Children Safe in Education both full and Part 1 are available as must read documents within the [online safeguarding system](#).

Should staff find that the local arrangement becomes one where they are required to work in a hub, or cluster of schools then the principles of keeping Children Safe in Education must be adopted by the host institution. Staff must familiarise themselves with the safeguarding procedures put in place by that particular institution.

In the event that Bradfields becomes the hub and hosts students from other provisions then reporting of safeguarding issues will become paper based. Forms will be available in the staffroom and should be passed to the DSL or Deputy DSL on site.

If unavailable they should be passed to a member of the Senior Leadership Team. Further details will be published if a hub arrangement is set up.

Should cluster arrangements be entered into all utilised staff must be appropriately checked and risk assessed.

## **Keeping Children Safe in Education (KCSiE)**

The way Bradfields and other education providers are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles must remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they must continue to act and act immediately
- a DSL or deputy must be available – If this is not physically on site then procedures on who and how to contact must be clear.
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

## **Child Protection Policy**

The policy will continually be reviewed throughout the COVID-19 pandemic and any updates will be made within this section (Appendix 7). The policy will, wherever practically possible be reviewed in conjunction with the DSL or a member of the safeguarding team.

### **Updates from Safeguarding Partners (Local Authority, Police, Health)**

Prior to the national lockdown, Bradfields produced a spreadsheet that identified those students that were the most vulnerable. This included those students with underlying health issues, those with social workers, those deemed CHIN and those on a Child Protection Plan. The academy identified 66 students who were most at risk if they did not attend. This list was provided to the Local Authority Safeguarding team.

The Local Authority is, and will continually be updated with regard to the students that are attending Bradfields each day. The Local Authority has access to the DfE return that is made and in addition to this individual names are sent to Social Care.

The Wider Pastoral Team are checking, and will continue to check in, with families on this list and with social workers of families on this list.

A daily attendance return is submitted to the DfE, and Medway along with the register of attending students being sent to Social Care each day.

### **Local Authority Advice – Vulnerable Students**

As all Bradfields students have an EHCP and are potentially vulnerable the advice surrounding these students remains the same as in the main body of this policy. Referrals to the Local Authority Safeguarding Board are carried out in the same way as previously, through the [Medway Safeguarding Children Partnership](#) webpage.

Information sharing during any lock down periods must be maintained.

### **Reporting Procedures for Staff**

Whilst Bradfields remains open to Bradfields' students only, then there are no changes to reporting procedures.

All staff and volunteers have a duty to safeguard students and report any concerns that they have. This action must be taken in a timely manner.

All concerns should be raised on the online safeguarding portal. This can be accessed at home or in the academy using [www.safeguardsoftware.co.uk](http://www.safeguardsoftware.co.uk)

The online portal will be monitored by the DSL and DDSL throughout this period and concerns will be read and actioned as necessary.

Should for, any reason, the safeguarding portal becomes unavailable, then details of the concern should be emailed to [david.waters@fortitrust.co.uk](mailto:david.waters@fortitrust.co.uk) or [emma.davies@fortitrust.co.uk](mailto:emma.davies@fortitrust.co.uk) This should be sent from your works email address as this will provide encryption end to end without having to use egress or any other encryption package. If you have to send it from a personal email account then write the concern in Word and password protect it using the surname (with a capital letter) of the student concerned.

These procedures will be updated should the academy move to a hub or cluster arrangement.

### **The DSL and Deputy DSL**

The DSL remains David Waters ([david.waters@fortitrust.co.uk](mailto:david.waters@fortitrust.co.uk))

The Deputy DSL remains Emma McGregor Davies ([emma.davies@fortitrust.co.uk](mailto:emma.davies@fortitrust.co.uk))

Wherever possible there will be a member of the safeguarding team (trained to DSL level) on the academy site when they are open. When not on site the safeguarding leads will monitor the online portal and emails from safeguarding leads within social care and the local authority.

### **Looked After Children**

Whilst Bradfields Academy remains open the arrangements for Looked After Children remains the same. The requirements of the Home Authority will be met and all statutory returns for these students will be provided as close to the required deadline as is possible. Some detail may be required from staff that are not present.

### **Supporting Vulnerable Students**

Whilst many students are at home during the response to Covid-19 the academy will still offer support. The Wider Pastoral Team are in contact with students that they regularly work with. For example students that receive therapy are contacted weekly by their therapist for a check in, and the identified vulnerable students/families are contacted by the Parent Carer Partnership Team. Tutors are

making regular KIT contact with the members of their form and if additional support is identified this is raised with the Wider Pastoral Team through the DSL or DDSL.

As more students return to the academy staff must be vigilant over any new concerns they have over students following this prolonged stay at home. Any concerns must be reported in the usual way.

As staff return to providing education their ability to make as regular contact with students who remain at home will be reduced. This reduction will be monitored by the DSL and DDSL and where necessary alternative keeping in touch arrangements will be made, using staff working from home, admin and wider pastoral teams.

The therapy team are also available for new referrals through email during this time. Their details are published on the website for families that are struggling. These referrals can be made for students that are either attending the academy or are working from home.

If staff have a concern about any member of staff or volunteer they should follow the guidance within this policy. In the first instance they should talk to the DSL or DDSL. If it involves one of these then they should report their concerns to the Principal.

### **Online Safety**

With reduced numbers of students within the academy, and more students accessing learning materials at home, the chance for online activity is increased. Staff and parents must be aware of what students are accessing. Any reports of breaches in online safety should be passed to the DSL or DDSL who will assess and report in the usual way. In addition a referral to [CEOP](#) will be made if online material needs reporting.

### **Designated Safeguarding Leads (DSLs and DDSLs)**

Whilst open the academy will endeavour to always have a trained member of safeguarding staff on site. Currently those that have undergone safeguarding training at the appropriate level are:

- David Waters – DSL
- Emma McGregor Davies – DDSL
- Elizabeth Halton
- Marie Sweetlove

Should it not be possible for one of these members of staff to be present then a nominated member of the Senior Leadership Team will liaise with the DSL or DDSL.

### **Vulnerable children**

The following is quoted directly from the DfE Guidance page:

'Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the [guidance on vulnerable children and young people](#) for further information.'

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School and college staff should continue to work with and support children' social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.'

As the lockdown eases Bradfields Academy will continue to support families and students on a case by case basis. The academy will consider (but not solely) the following information

- Parents are critical workers
- Students are more at risk being at home than school
- Parental preference as to students attending
- Ability of both student and academy to meet Covid-19 safety guidance

## **Attendance**

Attendance registers in educational settings are not being taken. The academy is marked as Closed – Staff and students not required to attend (#).

The academy will follow any updates to attendance procedures announced by the DfE through the easing of the lockdown.

The academy will agree with families and social workers whether a student should be in attendance. Once this agreement is in place then the academy will follow up on any student they were expecting to be in attendance. If there is a social worker in place then the academy will ensure that Social Care know of the absence.

The academy will ensure that the daily attendance forms are returned to the DfE and to Medway each morning. There will also be daily liaison with Medway Social Care over general attendance.

The Wider Pastoral Team will make regular contact with all the identified higher risk students. This will initially be done through a telephone call. If this is unsuccessful then Social Workers will be informed. If contact is still unsuccessful then a home visit will be considered in discussion with SLT.

## **Staff Training and Safeguarding Induction**

Staff must now take this opportunity to re-read this policy. If their training is close to expiry then they must redo their training through the online portal.

Whilst attendance at work is on a rota and there is additional time working from home within a week, staff must also re-familiarise themselves with Keeping Children Safe in Education Part 1 (for all staff) and the whole document for those Middle Leaders and above.

Both these documents are in the Must Read Document Centre on the online portal.

### **Children Moving to Other Settings**

Currently Bradfields does not have students attending different settings for a placement during the week.

Procedures are in place should a student leave the academy. If we know where they are transferring then contact with the academy and local SEN team will be made. Arrangements for file transfer will be made at this point.

Should a student leave and a destination is not known then Medway SEN team will be alerted and a CME form will be completed.

### **Safer Recruitment/Volunteers and Movement of Staff**

It remains an utmost priority that any person who is unsuitable is not allowed access to the students.

Should Bradfields be required to recruit new staff during the Covid-19 pandemic then the same Safer Recruitment procedures will be adhered to as in all other recruitments. The academy recognises that there have been some changes made to the DBS process to minimise face to face contact.

Should the academy need to utilize volunteers then the same checking and guidance procedures that are always undertaken will still be undertaken along with appropriate risk assessments. Please see volunteering policy for more detail. Volunteers who have not been DBS checked will continue to wear an orange lanyard and will not be left unsupervised with any students.

Should staff that are already undertaking regulated activity be required to move location (either to Bradfields or from Bradfields) they will not be required to undertake a new DBS check. Bradfields will ensure that the correct checks have been carried out on all staff being moved to the academy.

Bradfields will continue to follow paragraph 163 of KCSIE which outlines the details for referring anybody who has harmed or poses a risk of harm to a child or vulnerable adult.

It is essential that during the pandemic Bradfields is aware of which staff and students are expected each day and that all necessary checks have been completed on the staff. As such the Single Central Record will continue to be maintained throughout this time.

### **Mental Health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

On site provision for children ~~of critical workers and vulnerable children~~ should ensure appropriate support is in place. Although students are in a similar routine there are significant changes which could impact on their mental health. Should staff become concerned then members of the Wider Pastoral Team are available for advice, guidance and intervention. The academy based therapists are:

- Julie Burton: [julie.burton@fortitrust.co.uk](mailto:julie.burton@fortitrust.co.uk)
- Justine Staley: [justine.staley@fortitrust.co.uk](mailto:justine.staley@fortitrust.co.uk)

All employees of Bradfields Academy are automatically members of the Employee Assistance Programme and can access support from them directly on 08000 856 148 or through their online resources at:

[www.edsupport.org.uk/onlinesupport](http://www.edsupport.org.uk/onlinesupport)

Username: worklifesupport      Password: support11

This service is available 24/7

Bradfields employees can also access Care First by telephoning 0800 174 319 for emotional support from the Information Team. This service is available Monday – Friday 8am – 8pm.

## Online Safety

This remains an absolute priority for Bradfields Academy. All the usual web filtering and firewalls remain in place. Devices are monitored through the server security. The IT technicians are available each day and can be on site if needed. Even if working remotely a quick response is received.

Staff must remain vigilant with students in the academy when they are given online access.

It is more difficult to help monitor students online activity if they are working from home. This responsibility will fall in the main to parents and carers. Academy staff will support with this by ensuring:

- Work set online is posted on the academy website
- Any websites that are recommended have been tested first
- Any work sent by email is sent from a work email and never a personal account. A copy of any correspondence should be kept.

Additional support and guidance can be found at:

- [guidance on what “appropriate” looks like](#)
- [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.
- The [UK Safer Internet Centre's professional online safety helpline](#)

## Students and Online Safety Outside of the Academy

Whilst many students are working away from the academy staff are reminded of the other policies relating to their working practices. All staff have signed The Acceptable Use of IT Policy, and are reminded of the sections governing student and parent contact.

If an online session is being delivered and concerns for a student's welfare are raised then staff should follow the existing safeguarding reporting procedures.

Whilst we await further guidance around online learning. Some useful links are:

- [guidance from the UK Safer Internet Centre on safe remote learning](#)
- [London Grid for Learning on the use of videos and livestreaming](#)

Children who are being asked to work online must have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Further support for parents and carers can be found at:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers