



Blackpool Gateway Academy Safeguarding and Child Protection Policy

Aims:

- To inform all adults working or volunteering in Fylde Coast Academy Trust (FCAT), Hodgson Academy and The Blackpool Sixth Form College of the regulations that must be followed in order to ensure safeguarding of children and young people in those organisations.
- To clarify the procedures for reporting suspected wrongdoing or bad practice in respect of the protection of children and young people within our organisations.
- To support the development of safe environments for children and young people to learn, develop and grow up in.
- To safeguard children from extremism and radicalisation and to support the Government’s Prevent Strategy.

This policy is informed by statutory guidelines on safeguarding in ‘Keeping Children Safe in Education’ originally published in March 2015, subsequently updated in September 2020.

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Policy Owner	Helen Livsey, FCAT Governance Administrator

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This Policy was reviewed during spring and summer 2020 and will be further reviewed in light of the full return to school for all children in September 2020. Approval will then be sought from the FCAT Safeguarding Board and FCAT Directors.

Key Contacts

FCAT Safeguarding Children Board

c/o Helen Livsey (FCAT Safeguarding Board Clerk) 01253 207709.

Named personnel with designated responsibility for Child Protection

	Academic Year 2019/2020	Most recent training
Referral	CPOMS - via desktop icon or start menu https://bgateway.cpoms.net.dash	
Designated Safeguarding Lead and contact details	Emma Frankland e.frankland@gateway.fcat.org.uk	August 2020
Deputy Designated Safeguarding Lead and contact details	Sue Robinson s.robinson@gateway.fcat.org.uk	September 2019
<i>Designated Person and contact details</i>	Julie Riley j.riley@gateway.fcat.org.uk	September 2019

<i>Designated Safeguarding Governor</i>	TBC September 2020 c/o Helen.livsey@fcat.org.uk	
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Key Contacts outside the Academy:

Blackpool Council Social Care Team for immediate concerns:

Daytime Hours	01253 477299
Out of Hours	01253 477600

Blackpool Local Authority Designated Officer (LADO):

Daytime Hours	01253 477541
Out of Hours	01253 477592
billy.evans@blackpool.gov.uk	

The Blackpool Safeguarding Children Board:

Telephone No	01253 477025
E mail address	Child.protection@blackpool.gov.uk

Lancashire County Council: Immediate Safeguarding Concerns

8.00am - 8.00pm	0300 123 6720
Out of Hours	0300 123 6701

Lancashire Local Authority Designated Officer (LADO): Mr Tim Booth

Daytime Hours	01772 536694
Out of Hours	0845 0530009
Tim.booth@lancashire.gov.uk	

NSPCC Whistleblowing helpline – 0800 028 0285.

Pan Lancashire Safeguarding Procedures and Children’s Boards

From 29 September 2019 the arrangements for local safeguarding children boards ceased to exist and in their place is the new 'Safeguarding Children Partnership Arrangements for Blackburn with Darwen, Blackpool and Lancashire'.

Blackburn with Darwen, Blackpool and Lancashire Children’s Safeguarding Assurance Partnership

Telephone No	01253 477907
Web address	www.blackpoolsafeguarding.org.uk
E mail	paul.threfall@blackpool.gov.uk

Training Enquiries:

Telephone No	01772 538354 or 01254 581161
E mail address	lscbtu@lancashire.gov.uk
By post:	Room CH3:37/ CH3:40, County Hall, Preston, PR1 0LD

1. Introduction

FCAT and our partner organisations, Hodgson Academy and The Blackpool Sixth Form College, are committed to safeguarding children and young people within our areas of responsibility and recognise the importance of ensuring that all adults working or volunteering in our organisations clearly understand their legal responsibilities, specific roles and the procedures to follow in order for this to happen.

We also understand that, because of the day to day contact with children and young people, we and our colleagues are well placed to observe the outward signs of abuse and are in a position to provide support at an early opportunity. In addition, for some children experiencing, or at risk of, abuse, the academy/college may be the only stable secure and predictable element in their lives and key to providing them with the support needed to ensure their safety and wellbeing.

This policy provides the procedures for staff, volunteers and trainees to carry out in order to protect children and young people in our care and explains what to do when concerns about the safety and welfare of children and young people are identified or suspected. It outlines the procedure and support for managing any allegation made against person(s) working in or on behalf of an FCAT organisation and provides guidance on the promotion of safer environments for our children and young people.

The FCAT Safeguarding Board, made up of Designated Safeguarding Leads (DSLs) and Safeguarding Governors from each FCAT academy and FCAT's sponsor organisations monitors safeguarding practices across the Trust and provides scrutiny and challenge as required.

2. Scope of the Policy

This policy applies to all staff, volunteers and trainees within FCAT, Hodgson Academy and The Blackpool Sixth Form College (including directly employed staff, those employed through an agency/third party, volunteers, Academy Council and Governing Body members, self-employed contractors and frequent visitors to FCAT, Hodgson Academy and The Blackpool Sixth Form College). **Everybody working for, volunteering or training with FCAT, Hodgson Academy and The Blackpool Sixth Form College is responsible for the safeguarding of children and young people in those organisations.**

3. Definition of Safeguarding

Safeguarding and protecting the welfare of children and young people involves:

- Protecting them from maltreatment, abuse and/or neglect. Specific types of abuse are defined in Appendix A.
- Preventing impairment of mental and physical health and/or development.
- Ensuring the provision of safe and effective care.
- Enabling the best possible outcomes for children and young people.

4. General Principles of the Policy

The rest of this policy is divided into the following sections:

- Safeguarding information that all staff, volunteers and trainees need to know in order to protect children, young people and ensure their own safety in respect of working with children and young people.
- Actions to follow when concerns about the health and wellbeing of a child or young person are raised.
- Developing a safe environment for children and young people.

5. Safeguarding information that all staff, volunteers and trainees need to know to know

- 5.1 It is the responsibility of **everyone** working, volunteering or training in our organisations to ensure the safeguarding of children and young people there. We are in a position to identify concerns early and have a duty to prevent these from escalating and provide support to children and young people when required.
- 5.2 All staff, volunteers and trainees should be prepared to identify children and young people who may benefit from early help i.e. by providing support as soon as the problem emerges at any point in that child/young person's life. In the first instance discussions about requirements should be had with the Designated Safeguarding Lead (DSL).
- 5.3 All staff have an important part to play in supporting the mental health and wellbeing of children, including through the delivery of relationships, health and sex education.
- 5.4 All staff, volunteers and trainees are required to attend safeguarding awareness as part of their induction to the organisation. This training covers Part 1 of the statutory guidance on safeguarding 'Keeping Children Safe in Education'. Staff, volunteers and trainees are also required to attend refresher training on an annual basis and any supplementary training as required.
- 5.5 All staff, volunteers and trainees must know the name of their DSL and how to contact him/her should it become necessary to raise any concerns about the health and wellbeing of a child or young person. A list of DSL from each organisation is at Appendix B.
- 5.6 All staff need to be aware of the different types of abuse and specific safeguarding issues as outlined in Appendix A and be prepared to report any suspected cases of abuse, neglect or bad practice to their DSL.
- 5.7 All staff, volunteers and trainees working in our organisations have a responsibility to provide a safe environment in which children and young people can learn. This is a legal duty of care in accordance with the Department for Education (DfE) statutory guidance 'Keeping Children Safe in Education'. Training will be provided to staff, volunteers and trainees in how they can fulfil this responsibility.

- 5.8 All staff, volunteers and trainees need to recognise that some children and young people may be especially vulnerable to abuse, for example, those with Special Educational Needs and those living in adverse circumstances and to be mindful of this as part of their working practice. All staff need to also understand that children and young people that are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way and to take this into consideration if their behaviour becomes challenging.
- 5.9 All staff, volunteers and trainees must maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child or young person, staff, volunteers or trainees must always act in the best interests of the child or young person.
- 5.10 Staff, volunteers and trainees must be aware that failure to act in accordance with their duty of care to safeguard children (the law, professional guidelines or organisational policies and procedures) may result in criminal and/or for staff disciplinary action up to and including dismissal being taken.
- 5.11 All staff, volunteers and trainees are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motives or intentions. (Appendix C: Safeguarding Acceptable Behaviour Code)
- 5.12 Any person working or training in or on behalf of the organisation has a legal duty to report any concern(s) they may have regarding another individual working in or on behalf of the academy/college. It is understood this may be difficult as it may relate to a colleague or a person may feel that the concern is not serious enough. However all concerns must be reported to the DSL and any individual that does raise a concern will be supported to do so.
- 5.13 If an allegation against a member of staff is made, the procedures identified in Appendix D will be instigated.
- 5.14 If, as a result of a disciplinary investigation, a member of staff is dismissed, or removed from working in a regulated activity with children and young people because it is believed that they:
- harmed or pose a risk of harm to a child/young person under the age of 18 through their action or inaction or
 - received a caution or conviction for a relevant offence

the organisation, has a legal duty to refer that individual to the Disclosure and Barring Service (DBS) for them to consider whether or not that person will be listed on the DBS's Children's or Adults' Barred Lists, preventing them from engaging in regulated activity with children, vulnerable adults or both in the future.

The DBS must be informed immediately if a person has been dismissed or removed due to safeguarding concerns, or would have if they had not resigned. This is a legal duty and failure to do so is a criminal offence.

- 5.15 In line with the revised Common Inspection Framework 2015, all Ofsted inspections

will report on whether or not arrangements for safeguarding children and young people on site are effective.

6. Actions to follow when there are concerns about the health/ wellbeing of a child or young person

- 6.1 If, at any point, there are concerns about or there is a risk of immediate serious harm to a child or young person, the DSL at the organisation must be informed. A list of DSLs from each organisation and an outline of the role is at Appendix B. Staff will immediately report:
- any suspicion that a child/young person is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
 - any explanation given which appears inconsistent or suspicious
 - any behaviours which give rise to suspicions that a child/young person may have suffered harm (e.g. worrying drawings or play)
 - any concerns that a child/young person may be suffering from inadequate care, ill treatment, or emotional maltreatment
 - any concerns that a child may be suffering from mental health problems (which could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation)
 - any concerns that a child/young person is presenting signs or symptoms known to be indicators of abuse or neglect
 - any significant changes in a child/young person's presentation, including non-attendance
 - any hint or disclosure of abuse from any person
 - any concerns regarding person(s) who may pose a risk to children/young people (e.g. living in a household with children/young people present).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL.

- 6.2 If the DSL is not available, the Principal (unless the concern is about the Principal) must be informed of any concerns. If the concern is about the Principal and the DSL is not available, concern should be raised with the Executive Principal in the first instance or the Chair of Governors if they are not available.
- 6.3 If neither the DSL nor the Principal is available, and there is risk of immediate serious harm to a child or young person, a referral to **Children's Social Care on 01253 477299 (office hours) or 01253 477600 (out of office hours) for Blackpool based children and young people and 01772 536694 (office hours) or 0845 0530009 (out of office hours) for Lancashire County based children and young people must be made immediately.** The Local Authority Designated Officer (LADO) for Blackpool Council is Billy Evans – billy.evans@blackpool.gov.uk. (Cover supervisor is Steve Cook at steve.cook@blackpool.gov.uk) The LADO for Lancashire County Council is Tim Booth – tim.booth@lancashire.gov.uk **Anyone can make a referral.** The DSL must be informed as soon as possible afterwards.
- 6.4 If the child/young person's situation does not appear to be improving, the staff member with concerns must use the escalation procedures (See Appendix H). **Concerns must always lead to help for the child/young person at some point.**

- 6.5 In cases where a child/young person discloses information, staff must handle this with sensitivity, recognising that this will have been difficult for him/her to do. However, the child/young person disclosing must be made aware that the information cannot remain confidential and that the DSL will need to be notified. Staff must not take it upon themselves to investigate any claim but, where possible, elicit and clarify any information disclosed in order to pass this on to the DSL. A record of the conversation must also be taken. Guidance on how to respond to a disclosure and how to record incidents is at Appendix C.
- 6.6 If a member of staff, volunteer or trainee discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, this must be reported to the Police as well as the DSL. See Appendix A, Page 18 for a definition of FGM.
- 6.7 Any child may benefit from early help, but all academy/college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

Any Early Help provision should be coordinated by the DSL or a Deputy in liaison with external agencies as appropriate.

- 6.8 Blackpool Gateway Academy is a full participant in Operation Encompass, which seeks to protect children from the impact of domestic abuse.

7. Developing and maintaining a safe environment for children and young people

- 7.1 All recruitment and selection must be carried out in accordance with the Recruitment and Selection Policy and Procedures of the relevant organisation which must comply with safer recruitment statutory guidance. As part of this process, DBS checks must be carried out prior to a new employee starting in post. For the majority of appointments, an enhanced DBS check will be required. In certain exceptional circumstances, for example, where it may not be possible for educational provision to be maintained, it may be necessary for employment to start prior to receipt of DBS

disclosure, and in such instances a risk assessment must be completed to ensure sufficient control measures are in place.

- 7.2 In addition to DBS checks, a check on the Teachers' Services' System should be carried out for all new teaching staff and on the NCTL Teacher Services System to identify any teacher sanctions or restrictions applied by the European Economic Area (EEA) Regulations for teaching staff from overseas.
- 7.3 DBS checks for existing members of staff need to be carried out every five years. In addition, each organisation must ensure that individuals appointed to carry out teaching work are not prohibited from teaching or disqualified from working with children and young people under the Childcare (Disqualification) Regulations 2009.
- 7.4 All staff members must undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with any published local multi-agency safeguarding arrangements. In addition, all staff members 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.
- 7.5 Regulations also apply in terms of appointment of casual and temporary employees, volunteers, contracted workers, governors, regular visitors and students in placements across the organisations.
- 7.6 All governors need to be enhanced DBS checked on appointment and every five years.
- 7.7 All staff are required to work in an open and transparent way and to discuss and/or take advice from management over any incident which may give cause for concern.
- 7.8 Any incidents and/or decisions in respect of safeguarding practice must be recorded.
- 7.9 Children and young people need to be made aware of how best to keep themselves safe and to counteract danger. They must be provided with information on how to do this and of their right to be listened to should they suspect danger to themselves or their peers for example, through the organisations' Personal Social Health Citizenship and Education programmes.
- 7.10 Children and young people must also be made aware of appropriate people within the organisation that can provide them with support in respect of safeguarding issues and/or any matters they would like to disclose and how to contact them.
- 7.11 All staff must ensure that children and young people are protected from potentially harmful and inappropriate online material and are taught online safety. Governors must ensure that appropriate filters and monitoring systems are in place to protect children and young people from potentially harmful and inappropriate online material.
- 7.12 All organisations must implement a clear, holistic approach to mobile technology in relation to the impact on online safety.
- 7.13 We are committed to working with parents and carers in a positive, open and honest way and will discuss any concerns with them as far as possible. However, **we will not** discuss concerns with parents/carers in the following circumstances:

- where sexual abuse or sexual exploitation is suspected
- where organised or multiple abuse is suspected
- where Fabricated or Induced Illness (previously known as Munchausen by proxy syndrome) is suspected
- where female genital mutilation (FGM) is suspected
- in cases of suspected forced marriage
- in cases of where a child/young person is suspected of being subjected to radicalism and/or extremism
- where contacting the parents/carers would place a child, young person or others at immediate risk.

In these cases, staff must contact the DSL and or Principal for advice and support.

- 7.14 We are committed to inter agency working and the sharing of valuable information in order to provide a co-ordinated offer of help when additional needs of children and young people are identified.
- 7.15 All staff, volunteers and trainees must feel able to raise concerns about poor and unsafe practice and potential failures within organisations' safeguarding procedures and be assured that those concerns will be taken seriously. Concerns need to be raised firstly with the DSL, and then with the Principal. Valid concerns and revisions to safeguarding practice must also be reported to the FCAT Safeguarding Board. If a member of staff or volunteer feels unable to raise the issue within their organisation or feels their concern is being overlooked, they need to report the matter to the Chair of the FCAT Safeguarding Board at david@sandersconsulting.co.uk
- 7.16 All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
- a. the safeguarding and child protection policy;
 - b. the behaviour policy;
 - c. the FCAT Code of Conduct
 - d. the safeguarding response to children who go missing from education; and
 - e. the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and deputies)

8. Supporting children who go missing from education

- 8.1 Going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risks of them going missing in future.
- 8.2 Academies must monitor pupil attendance through daily registers and poor or irregular attendance must be investigated.

- 8.3 Where reasonably possible, academies should hold more than one emergency contact number for each pupil in order to identify the reasons for a pupil's absence as early as possible.
- 8.4 The local authority must be informed as early as possible if a pupil is consistently absent from school in order for multi-agency support to be provided where appropriate. Social Care Services should be informed if there are any concerns about a pupil's welfare.
- 8.5 Academies must follow statutory guidance procedures for pupils who are excluded from school.

9. Supporting Looked After Children and previously Looked After Children

- 9.1 Academies need to assign a designated teacher, with appropriate training, qualifications and experience, to promote the educational achievement of Looked After Children and previously Looked After Children, recognising that these are particularly vulnerable groups of children/young people and the importance of working with other agencies to ensure they are safeguarded.

10. Supporting Children with Special Educational Needs and Disabilities (SEND)

- 10.1 Academies need to be aware that children and young people with SEND can face additional safeguarding challenges and that there are barriers to recognising when these pupils are being subjected to abuse and neglect. Children and young people with SEND are more prone to peer group isolation and indicators of abuse might be put down to a child's behaviour, mood or injury relating to his/her disability. Children and young people with SEND are also disproportionately impacted by behaviours such as bullying and may have difficulty communicating their fears and concerns.
- 10.2 Academies should consider providing extra pastoral support to children and young people with SEN where necessary.
- 10.3 When applying disciplinary measures such as restraint, physical intervention or isolation to children and young people with SEND, staff need to be aware of the vulnerability of this group and safeguard against the use of these as far as possible by planning positive and proactive support to reduce the risk of dangerous behaviour in the first place.

11. Supporting the Government's Prevent Strategy

- 11.1 All staff, volunteers and trainees must be aware of the organisation's duty in terms of safeguarding children and young people against radicalisation as identified in the Government's Prevent Strategy (published in 2010) and the CONTEST strategy updated in 2018. Everyone working, volunteering and training in the organisation is expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We believe that children and young people need to be

given the opportunity to explore diversity and understand that Britain is a multi-cultural society and that everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need or disability.

- 11.2 All staff, volunteers and trainees must be aware of the indicators of vulnerability that may put children/young people at risk of radicalisation (See page 12 of this policy) and be prepared to identify any concerns about individuals/groups to the DSL.
- 11.3 All staff, volunteers and trainees must be aware that numerous factors can contribute to, and influence, the range of behaviours that define violent extremism but that this does not necessarily mean that children/young people become involved in extremist action. Appropriate interventions may not, therefore, relate to the threat of radicalisation but to other issues, for example, mental health, relationship and/or abuse of drugs and alcohol issues etc.

Unity Academy recognises its key responsibilities in fulfilling the Prevent Duty (Jun 2015) to:

- 1) Protect young people from being drawn into extremism or terrorism by having in place robust safeguarding policies which:
 - Identify young people at risk of radicalisation
 - Report any risks or concerns
 - Promote and exemplify British values
 - Build resilience in young people to radicalisation
- 2) Implement robust ICT policies
- 3) Assess the risk of radicalisation across the organisation
- 4) Train staff

Work in partnership with agencies including the 'Safeguarding Children Partnership Arrangements for Blackburn with Darwen, Blackpool and Lancashire'.

12. Addressing Peer on Peer Abuse

- 12.1 All staff, volunteers and trainees should recognise that children are capable of abusing their peers. This can take a number of different forms including sexual violence and harassment; physical abuse such as hitting, biting or causing physical harm through any other means; sexting, initiating/hazing type violence and rituals.
- 12.2 Staff, volunteers and trainees need to recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) and that all peer on peer abuse is unacceptable and will be taken seriously.
- 12.3 Academies must ensure procedures are in place to monitor, investigate and address peer on peer abuse. In the case of sexual or physical abuse, the DSL may be called on to work with the Police and/or social care services to provide appropriate support to the victim and the perpetrator.
- 12.4 Academies have a responsibility to ensure that pupils and staff, volunteers and trainees are aware that peer on peer abuse should never be tolerated or passed off as 'banter', 'having a laugh' or 'part of growing up'.

13. Information Sharing

- 13.1 Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

14. Online Safety

- 14.1 The use of technology has become a significant component of many safeguarding issues. In terms of child sexual exploitation; radicalisation and sexual predation technology often provides the platform that facilitates harm. Academies and colleges must ensure an effective approach to online safety to protect and educate the whole school or college community in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate.
- 14.2 Academies and colleges must be mindful of the content that their students/pupils may be exposed to online and do their very best to ensure that they are not able to access illegal, inappropriate or harmful material whilst using technology in their settings.
- 14.3 Academies and colleges must do their very best to ensure that students using technology within settings are not subjected to harmful online interaction with others
- 14.4 Academies and colleges must do their very best to ensure that staff and students/pupils conduct themselves appropriately when using technology in their settings in order to reduce the likelihood of harm.
- 14.5 Academies and colleges must ensure appropriate filters and monitoring systems for their hardware and software are in place and be mindful of the proportion of time used.

15. Single Central Record (SCR)

- 15.1 Each academy/college is required to have a SCR and to manage and maintain this. The purpose of the SCR is to act as a register to demonstrate that the academy/college has carried out all mandatory pre-employment checks on people working there in line with safer recruitment requirements. The SCR will be kept in electronic form in accordance with FCAT's template issued and updated by FCAT's Safeguarding Lead.
- 15.2 Each SCR must record pre-employment details for the following people working at the academy/college:
- all staff directly employed to work at the academy/college;
 - anyone working in the academy/college who may be employed by a third party e.g. supply staff or contractors;
 - anyone working in the academy/college who may be self-employed;
 - all trainee teachers (student or employed);

- all members of the Fylde Coast Academy Trust (FCAT) (including Members, Directors and centrally employed staff);
- all volunteers including governors.

15.3 The following pre-employment details should be included in the SCR for each of the above groups of people:

- an identity check
- a barred list check
- an enhanced Disclosure and Barring Service (DBS) check
- a prohibition from teaching check
- a Section 128 check (for those in management positions)
- further checks on people living or working outside the UK, including checks for restrictions or sanctions imposed by a European Economic Area (EEA) regulating authority
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- date 2 satisfactory references received and checked
- disqualification by association check
- safer recruitment and safeguarding training completion date (optional)

The SCR should be updated daily to demonstrate that mandatory pre-employment checks have been satisfactorily carried out on everyone working in the academy/college that day and record specifically:

- whether the check has been carried out and its outcome
- the name of the person carrying out the check
- the date on which each check was carried out or the certificate was obtained

15.4 For any people working in the academy/college who are employed by a third party e.g. supply staff or contractors, the academy/college is required to seek confirmation from the third party employer that they have satisfactorily completed mandatory pre-employment checks and that these have been recorded in the SCR. The confirmation needs to be provided by a manager or the Human Resources Department of the organisation concerned and not the individual working in the academy/college in order to ensure the information has been verified by an appropriate source. For any people working in the academy/college employed by a third party, the following additional information must be recorded on the SCR:

- that written confirmation that the third party employer has satisfactorily carried out the pre-employment checks on the individual(s) concerned and has obtained documentation to evidence this;
- whether any enhanced DBS check certificate has been provided
- the date the confirmation was received.

The third party employer must also be asked to provide a photograph of the individual(s) who will be working in the academy/college. Upon arrival at the academy/college, the person will be asked to present photo ID to reception to confirm their identity. The ID check should be recorded by the person at the academy/college performing this check.

15.5 Ultimate responsibility for safeguarding compliance is that of each academy Principal and the SCR should be regularly audited (at least termly) by the Principal and the DSL. Audits will be monitored by FCAT's Safeguarding Lead.

16. Blackpool Gateway Academy Specific Safeguarding Issues

Early Help

Systems are designed to identify students who may be especially vulnerable and in need of early help. As part of this, staff must be aware of the fundamental differences between safeguarding and child protection, even though the terminology is sometimes used interchangeably. Safeguarding is the 'wrap around' culture of safety provided for all children and Child Protection refers to the procedures used for children at risk of significant harm or who have been harmed. It is critical to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. All staff and adults working with children must seek advice if in any doubt and always share any concern about any student using the procedures set out in this Policy.

Early help will be needs-driven and may take a variety of forms including the overview of the Academy's own 'multi-agency' panel, enhanced vigilance and monitoring, emotional health support, assigned pastoral worker support and the intervention of other professionals including liaison with Social Care. All colleagues including the Champion for Looked After Children are aware of and additional vigilant towards the needs of the very high number of Looked After Children attending Blackpool Gateway Academy.

All staff and adults working in Blackpool Gateway Academy are aware of and additionally vigilant towards the increased risks of child sexual exploitation (CSE), radicalisation (chiefly 'far right') and activities associated with the local night-time economy, such as so called 'card tricking' and their potential harmful impact on young people. Other significant local factors include (not limited to) poor overall health, poor mental health, domestic violence, drug and alcohol abuse, transience, low standards of accommodation and poverty. Many children have experienced/continue to experience a number of adverse childhood experiences and support in school is tuned to identify and work to minimise the impact of these. The proportion (and number) of children in care and supported by Child Protection Plans is very high in Blackpool and our academy is no exception. We liaise with all services to support children and their families.

Blackpool Gateway Academy has two Pupil Welfare Officers (Anne Kenyon and Catherine Walters – shared with Armfield Academy), who ensure that attendance is supported in accordance with 'Children missing education: statutory guidance for Local Authorities – September 2016'.

Our Safeguarding Governor (TBC) also plays an integral part in monitoring our safeguarding procedures. He can be contacted by contacting Ciara Gregson, FCAT Governance Lead at the Fylde Coast Academy Trust, Armfield Academy, 488 Lytham Road, Blackpool, Lancashire, FY4 1TL, Tel: 01253 207709.

All visitors to Blackpool Gateway Academy are requested to provide their current DBS certificate in order to be able to work independently with a child within school. A badge system is in place denoting a visitor's ability to work independently with a child. Where volunteers are supporting school on an ad-hoc basis (i.e. a one-off class trip), a risk assessment is completed with them and they are not permitted to be left unaccompanied with children or support with toileting. All visitors discuss our 'Safeguarding for visitors' leaflet with a member of school staff so that they are clear about expectations and procedures to raise concerns whilst in school or

after they have left. The leaflet also states clearly behaviours that visitors need to abide by in order to keep children safe (see Appendix K).

A flow chart of what happens when a safeguarding concern is raised within school can be found in Appendix J.

Referral

Blackpool Gateway Academy has an online system (CPOMs) for recording concerns, including Safeguarding concerns, about a child or any behaviour incidents. This system provides an important timeline record of reported concerns, incidents and subsequent responses. It also automatically alerts DSL deputies when the category 'Safeguarding' is selected. Our procedures state that staff members should also verbally alert the DSL and/or deputies as soon as possible regarding safeguarding concerns. See Flow Chart of school procedures in Appendix J.

All safeguarding concerns must be reported via the CPOMs system via the desktop icon, by typing CPOMs into the start menu or via the following link:

<https://bgateway.cpoms.net/dash>

Please **also** alert the DSL and/or a member of SLT.

Appendix A - Types of Abuse – definitions and explanations*

* Definitions from 'Keeping Children Safe in Education' revised September 2018 unless otherwise stated.

All academy and college staff should be aware 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/young person. Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Children and young people may be abused in a family or in an institution or community setting by those known to them, or more rarely, by others (e.g. via the Internet). They may be abused by an adult or another child/young person or children/young people.

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/young person. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces, illness in a child/young person.

Emotional abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on his or her emotional development. It may involve conveying to a child/young person 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/young person 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/young people. These may include interactions that are beyond a child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person 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/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming a child/young person in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children/young people.

Neglect: the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child/young person 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/young person's basic emotional needs.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information on the TES website www.tes.com and NSPCC www.nspcc.org.uk offer information for schools and colleges. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website www.gov.uk

- child sexual exploitation (CSE) – see definition below
- children missing from education – see information below
- children missing from home or care
- Children Looked After
- bullying including cyberbullying – see definition below
- domestic violence
- drug abuse
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM) – see definition below
- forced marriage – see definition below
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation – see definition below
- sexting
- teenage relationship abuse
- trafficking

Child Sexual Exploitation (CSE)

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many forms, ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

It is also important to recognise that some children/young people who are being sexually exploited do not exhibit any external signs of this abuse.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child/young person may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children and young people who are victims of CSE go missing from home, care and education at some point. Some of the following signs may be indicators of CSE:

- children/young people who appear with unexplained gifts or new possessions
- children/young people who associate with other young people involved in exploitation
- children/young people who have older boyfriends or girlfriends
- children/young people who suffer from sexually transmitted infections or become pregnant
- children/young people who suffer from changes in emotional wellbeing
- children/young people who misuse drugs and alcohol
- children/young people who go missing for periods of time or regularly come home late
- children/young people who regularly miss school or education or do not take part in education

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the organisation's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Cyberbullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape. (Definition from <http://www.nspcc.org.uk>)

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Incidents of peer on peer abuse have increased significantly in the last few years. Children living away from home are particularly vulnerable to abuse from their peers. This form of abuse and a significant proportion of sex offences are committed by teenagers and, on occasion, younger children. Staff and carers

need to understand the difference between consenting and abusive sexual behaviour and not consider abusive sexual behaviour between young people as 'normal'. Suspected incidents of peer on peer abuse should be treated and taken as seriously as would incidents perpetrated by an adult and reported to the DSL as early as possible. Children and young people who abuse their peers have often suffered considerable disruption in their lives and / or witnessed or been the victims of abuse themselves. They, as well as the victims, may need support to reduce the potential for them to harm other children and young people in the future. See the pan Lancashire procedures in respect of this at http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html?zoom_highlight=peer

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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM.

Signs that a girl may be at risk of (or already have undergone) FGM

These indicators are not exhaustive and whilst the factors detailed below may be an indication that a child is facing FGM, it should not be assumed that is the case simply on the basis of someone presenting with one or more of these warning signs. These warning signs may indicate other types of abuse such as forced marriage or sexual abuse that will also require a multi-agency response.

The following are some signs that the girl may be at risk of FGM:

- The family belongs to a community in which FGM is practised
- The family makes preparations for the child to take a holiday, e.g., arranging vaccinations, planning an absence from school
- The child talks about a 'special procedure/ceremony' that is going to take place
- An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family

The following are some signs that FGM may already have taken place:

- Prolonged absence from school and noticeable behaviour change on return to school
- Avoidance of specific classes or activities such as PE or sports, giving reasons of bladder, menstrual or abdominal problems
- Girls finding it difficult to sit still in class or looking uncomfortable when sitting
- Girls complaining of pain between their legs, or talking about something someone did that they are not allowed to talk about.

Girls are particularly at risk of FGM during the summer holidays as this is the time when families may take their children abroad for the procedure. Many girls may not be aware that they could be at risk of undergoing FGM.

From October 2015, there is a mandatory/statutory personal duty to report the discovery or suspicion (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Note that visual evidence will

be rare and teachers and/or school staff will not carry out examinations. All such cases must be discussed with the DSL at the first opportunity.

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers if, in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, to report this to the police.

Serious violence

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 from school, 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 wellbeing, 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.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse including County Lines. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours 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. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. The involvement of a Social Worker in a child's life should inform decisions about safeguarding. This will allow any assessment to consider all the available evidence and the full context of any abuse. All staff should consider whether children are at risk of abuse or exploitation in situations outside their family, including sexual exploitation, criminal exploitation and serious youth violence, including County Lines. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

Forced Marriage

A forced marriage is a marriage conducted without the valid consent of one or both parties where duress is a factor. Duress may take the form of emotional, financial, physical and

sexual threats and abuse. Forced marriage is also viewed by some as falling into the definition of 'honour'-based violence. Early or child marriage refers to any marriage of a child younger than 18 years old. The UN recognises it as a forced marriage because minors are deemed incapable of giving informed consent. Girls are the majority of the victims and hence are disproportionately affected. Forced marriage occurs within many cultures and classes. A person at risk of a forced marriage may suffer a range of abuses including emotional and physical abuse, unlawful imprisonment, abduction, rape, forced pregnancy or enforced abortion. Both women and men may be victims of forced marriage. (Definition from [End the Fear.co.uk](http://EndtheFear.co.uk) Greater Manchester against domestic abuse campaign – linked to NSPCC website).

So Called Honour Based Violence

So called Honour Based Violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family or community and include FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of the motivation, and should be handled and escalated as such. Professionals in all agencies need to be alert to a child being at risk of HBV or having suffered HBV.

Radicalisation

Radicalisation is defined as causing someone to become an advocate of radical political or social reform by supporting terrorism and violent extremism. Radicalisation of children and young people may include encouraging them to undertake violent activities on the grounds of religious belief. This may include attacks on others including suicide attacks. Children and young people may be exposed to messages about terrorism through a family member or friend, a religious group, or through social media or the Internet. This creates risk of a child or young person being drawn into criminal activity and exposure to significant harm. (Definition from [RCGP/NSPCC Toolkit for General Practice](#)). Preventing radicalisation, specifically schools' duties under the Counter-Terrorism and Security Act came into force in July 2015.

Extremism

Extremism is the demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.

(Definition from the Crown Prosecution Service).

Extremism is defined by the Government in the Prevent Strategy as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. Also included in the definition is 'calls for the death of members of our armed forces, whether in this country or overseas'.

(Definition from the Prevent Strategy, 2010).

Terrorism is defined as an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes with or disrupts an electronic system. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and

communities. It is vital that all our staff, volunteers and trainees are able to recognise these vulnerabilities.

Indicators of vulnerability include:

- Identity crisis – the child/young person is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal crisis – the child/young person may be experiencing family tensions, a sense of isolation and low esteem. They may have disassociated from their existing friendship group and become involved with a new and different groups of friends. They may be searching for answers to questions about identity, faith and belonging.
- Personal circumstances – migration, local community tensions and events affecting the child/young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet aspirations – the child/young person may have perceptions of injustice, a feeling of failure, rejection of civic life.
- Experiences of criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/reintegration.
- Special educational need – children/young people may experience difficulties with social interaction, empathy with others and awareness of the motivations of others.

This is not an exhaustive list and more critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social media networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in identify/personal crisis.
(Indicators taken from Blackpool Safeguarding Children Board Guidelines)

It is essential that academies/colleges work with students and their families to address extremism and tackle radicalisation. See the Government website 'Educate Against Hate' at <http://educateagainsthate.com/>

Appendix B

Designated Safeguarding Leads (DSLs)

Simon Brennand, Senior Vice Principal at Unity Academy is the overarching Safeguarding Lead Officer for FCAT.

Dr. David Sanders is the Chair of the FCAT Safeguarding Board

david@sandersconsulting.co.uk 07853138808

Organisation	DSL	Contact details
Armfield Academy	Janette Webster	01253 207709 j.webster@armfield.fcat.org.uk
Aspire Academy	Sian Rawson	01253 353155 s.rawson@aspire.fcat.org.uk
Garstang Community Academy	Laura Royds	01995 603226 lroyds@garstangacademycouncil.com
Gateway Primary Academy	Emma Frankland	01253 402936 e.frankland@gateway.fcat.org.uk
Hambleton Primary Academy	Holly Wood	01253 700331 holly.wood@hambletonprimaryacademy.co.uk
Mereside Primary School	Jane Walpole	01253 761531 j.walpole@mereside.fcat.org.uk
Montgomery High School	Gill Smith	01253 356271 x 5158 g.smith@montgomeryschool.co.uk
Unity Academy	Simon Brennand	01253 478129 s.brennand@unity.fcat.org.uk
Westcliff Primary School	Olivia Clarkson	01253 353792 o.clarkson@westcliff.fcat.org.uk
Westminster Primary Academy	Susan Collins	01253 621703 s.collins@westminster.fcat.org.uk
Hodgson Academy	Fiona Bate	01253 882815 f.bate@hodgson.lancs.sch.uk
The Blackpool Sixth Form College	Stuart Ormston	01253 394911 stuart.ormston@blackpoolsixth.ac.uk
Fleetwood High School	Jackie Hibbert	01253 876757 jhibbert@fleetwoodhs.org.uk

Appendix C

Safeguarding: Acceptable Behaviour Code

Staff, volunteers and trainees must behave professionally, treat all pupils with respect and ensure their behaviour does not inadvertently lay them open to allegations of abuse. These standards should be applied regardless of the age, culture, disability, gender, language, racial origin, religious belief or sexual identity of the pupil.

Staff, volunteers and trainees should understand the need to act as good role models for pupils and be aware that safe practice also involves using their judgment and integrity outside the academy setting.

In particular, staff, volunteers and trainees should:

- Ensure that all communication and contact with pupils takes place within clear professional boundaries and does not allow for misinterpretation of motives or behaviour (including 'grooming'). Staff, volunteers and trainees should not have any form of communication which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, texts, emails or physical contact. Likewise, staff, volunteers and trainees must not establish or seek to establish social contact with pupils for the purpose of securing or strengthening a friendship. Meetings with pupils off academy/FCAT premises, including for private tuition during term or holiday time should not be arranged without the prior permission of the Principal/Deputy Chief Executive. Engagement of any sexual activity with, or in the presence of, a pupil, may be regarded as a criminal offence and will always be a matter for disciplinary action.
- Ensure that when one-to-one situations occur, reasonable and sensible precautions are used to protect children and adults. Ideally, these should take place where visual contact with others can be maintained for the duration of the meeting. One to one situations should only take place when necessary and should be properly managed and reported when they do take place.
- Not attend private pupil parties. Staff, volunteers and trainees should also be aware of their professional responsibilities if attending parties arranged by parents at which pupils might be present.
- Never swear, blaspheme or use offensive language in front of pupils.
- Never make sexual innuendos or comments of a sexual nature (other than for educational purposes) or make comments trivialising alcohol or drug abuse. Staff, volunteers and trainees should also avoid discussing their own sexual relationships in the presence of pupils.
- Never make demeaning or insensitive comments towards pupils.
- Ensure they are not under the influence of alcohol or drugs when undertaking duties on site at the academy or on behalf of the academy. This includes on school trips. Smoking and the consumption of alcohol is not permitted on any FCAT site.
- Ensure their dress and appearance is smart, appropriate to the role and not likely to be viewed as offensive, revealing or provocative.
- Not transport pupils in their own vehicle other than on approved academy/FCAT business with permission from the Principal/Deputy Chief Executive.
- Not be alone in a vehicle with a pupil. At least one other member of staff should also be in the vehicle acting as an escort.
- Adhere to the academy's/FCAT's fire and evacuation procedures.
- Adhere to the academy's policy on use of mobile phones.
- Refrain from making comments about pupils, staff, the academy and FCAT on social media networks.
- Refrain from making 'friends' of and/or contacting pupils and ex pupils under the age of 18 on social media networks.

- Not email pupils and ex pupils unless for professional purposes. Appropriate formal language and tone must be used if/when using email to staff, pupils and parents.
- Not photograph pupils using their own cameras or phones unless with permission of the Principal/Deputy Chief Executive. All photographs taken should be for academy/FCAT use only and should only be uploaded onto academy/FCAT computers by FCAT staff. Images used by the academy/FCAT should not name the pupils in them, unless by prior consent of parents.
- Avoid conferring special attention/favour on a child or give presents outside of the official rewards system, as this may be construed as 'grooming'.
- Report any accidents, incidents of bullying, or warning signs of 'grooming' they witness to the academy.
- Ensure that any work or activity that may conflict with the interests of the academy/FCAT, or which makes use of academy/FCAT resources or property is agreed in advance with the Principal/Deputy Chief Executive Officer.
- Ensure that any confidential information that comes into their sight/possession remains confidential and is not disclosed to others either inside or outside the academy/FCAT.

Appendix D

Designated Safeguarding Lead: Job Description

DSLs should be appointed from within each organisation's Senior Leadership Team and the post holder should take the lead and overall responsibility for safeguarding and child protection in the organisation. This should be explicit within the post holder's own job description.

The DSL and Deputies should have as complete a picture as possible of safeguarding issues at their setting and are the most appropriate people to advise on responses to safeguarding concerns. The DSL must be given the time, funding, training, resources and support to carry out this role effectively.

Summary of responsibilities:

- Manage safeguarding referrals.
- Ensure each member of staff has access to and understands the Academy's/College's Safeguarding and/or Child Protection Policy and Procedures, especially new and part time staff.
- Ensure Safeguarding/Child Protection Policy is reviewed and updated annually and is available publicly
- Keep detailed records of cases.
- Where children leave the Academy/College, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

Principal Duties:

1. To keep abreast of developments in the field of safeguarding/child protection by liaising with the LSCB and outside agencies, attending relevant training or events and reading relevant bulletins and publications.
2. To work with outside agencies in line with 'Working Together to Safeguard'
3. To help promote children's educational outcomes by sharing information about the welfare safeguarding and child protection issues that children (including those with a Social Worker) are experiencing or have experienced with teacher, leaders and other staff
4. Ensure the Academy's/College's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
5. Ensure the Policy is available publicly.
6. Ensure that all new staff receive basic safeguarding awareness training during induction and all staff receive refresher training at least once every three years.
7. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
8. Respond appropriately to all safeguarding concerns in line with LSCB procedures and refer all cases of abuse or suspected abuse to the local authority children's social care and to the Police where a crime may have been committed.
9. Liaise with the Principal to inform him/ her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
10. Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions are successfully carried out and monitored.
11. Update the school or college's anti-bullying and online safety policies and ensure that staff respond appropriately to incidents/allegations.
12. Receive Level 3 safeguarding training every two years in order to carry out the DSL role and regular updates to maintain currency of knowledge.

13. Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
14. Where children leave the Academy/College, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file
15. Work directly with young people in need and their families in order to prevent young people suffering significant harm.
16. Review the safeguarding provision, identifying areas for improvement and producing termly reports for SLT.
17. Create a climate in the Academy/College whereby students are encouraged to talk about their issues and concerns.
18. Quality assure the work of colleagues in relation to safeguarding and child protection
19. Support the Principal in safer recruitment practices including in the referral of cases to the DBS and the Police where a person is dismissed or leaves due to risk/harm to a child/young person.

Appendix E

Safeguarding Governor: Role and responsibilities

Summary

To be the lead person on the Academy Council with an understanding of the safeguarding requirements for the academy. Safeguarding governors have an **oversight** rather than an operational safeguarding role.

A key part of this is to **monitor** safeguarding **provision and delivery** in the respective academy. This is best achieved through liaison with the academy DSL, analysis of information presented to the Academy Council and from other relevant sources e.g. FCAT Safeguarding Board and/or Ofsted and subsequently asking questions of senior leaders (as necessary and most commonly at Academy Council meetings).

It is critical to challenge leaders to ensure that sufficient resources and training are in place to meet safeguarding needs and to evaluate the impact of this through data trends.

It is for senior leaders to act to resolve any concerns.

FCAT is expected to ensure effective safeguarding culture and practice in all academies and to satisfy itself that this is the case through monitoring e.g. peer and other review, data capture and to prompt action through senior leaders if any shortfall is identified.

Safeguarding (and all) Governors can provide a very useful 'early warning' aspect to this through their monitoring role. The positive actions of Governors also add significant value to safeguarding both in terms of culture and practice within academies and across the Trust as a whole.

Key Duties

- To liaise with the Designated Safeguarding Lead (DSL) on a regular basis to keep abreast of safeguarding priorities at the academy/college.
- To periodically attend FCAT Safeguarding Board meetings (a minimum of 2 of 5 per year) to learn about good practice at other academies and to support the DSL in raising any issues for the academy/college.
- To contribute to discussions to inform the development of safeguarding plans and strategies for the academy/college and FCAT, including the annual revision of the FCAT Safeguarding and Child Protection Policy.
- To take a lead role in holding senior leaders to account on the implementation of safeguarding procedures at the academy/college during academy council/corporation meetings.
- To take a lead role in challenging senior leaders on the use of resources to maintain safeguarding of children and young people on the site, including the allocation of staff and training to meet specific safeguarding needs, at academy council/corporation meetings.
- To have a broad overview of the FCAT Safeguarding and Child Protection Policy and 'Keeping Children Safe in Education', the Government's key guidance document in this area.
- To evaluate safer recruitment practices and participate in safeguarding training as required.
- To meet at least once per term with the academy DSL to audit the safeguarding areas outlined below, to discuss any wider concerns and to subsequently report the outcome of this meeting to the Academy Council

Annual Audit Activities

Autumn Term

- 1) Quality assure transition arrangements for vulnerable students
- 2) Review safer recruitment procedures

Spring term

- 1) Review specific risks for students of the academy, the curriculum for safeguarding, including its intent, implementation and impact
- 2) Review online filtering and monitoring, especially for vulnerable students

Summer Term

- 1) Review the safeguarding record keeping system, check for impact, review academy data and analysis of trends
- 2) Review academy safeguarding training record

Appendix F

Guidance on Responding to a Disclosure

Disclosures or information may be received from students, parents or other members of the public. The organisation recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and the organisation will make specific arrangements to ensure that students with communication difficulties are enabled to express themselves to an appropriate member of staff.

Such information cannot remain confidential and children and young people should never be promised that information they disclose will be kept confidential as, ultimately, this may not be in their best interests. Staff will immediately communicate what they have been told to the DSL and make a record.

Staff will not investigate but will, wherever possible, elicit and clarify enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. The person against whom any allegation is made must not be alerted or approached about the matter until a decision to investigate has been made.

Staff will:

- listen to and take seriously any disclosure or information that a child/young person may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of academy/college staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child/young person.
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate.

Guidance on Recording and monitoring

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing.

Accurate records need to be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records must be signed and dated. Any information given should be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents must be retained, separate from the child's main file. This will be locked away and be accessible only to the DSL or other designated person. These records will be copied and transferred to any academy/school/college or setting the child moves to,

clearly marked 'Child Protection, Confidential, for attention of DSL. Original copies will be retained until the young person's 25th birthday.

An overview of collated referrals, academy/school/college action, timescales and social care responses must be maintained.

Appendix G

Procedures following an allegation against a member of staff, supply staff, volunteer or trainee.

If a person receives an allegation regarding person(s) working in or on behalf of organisation that they have behaved in a way that has harmed a child, possibly committed a criminal offence against or related to a child, behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children and/or behaved (or may have behaved) in a way that indicates that they may not be suitable to work with children e.g. an incident outside school which may not involve children but which could have an impact on suitability to work with children the following actions need to be followed:

1. Ensure that where necessary, the child/young person receives appropriate medical attention.
2. The person who has received an allegation or witnessed an event will immediately inform the DSL and the Principal and make a record.
3. The Principal will take steps, where necessary, to secure the immediate safety of children/young people and any urgent medical needs.
4. The person whom the concern or allegation has been made against will not be approached at this stage, unless it is necessary to address the immediate safety of children/young people.
5. The Principal will discuss the concern or allegation with Human Resources.
6. With regard to supply teachers and other staff, the academy is not the employer and will work with the agency involved to ensure that allegations are dealt with properly. This will usually involve the academy taking the lead in the investigation and liaison with the LADO.
7. The Principal may need to clarify any information regarding the allegation; however no person will be interviewed at this stage.
8. The Principal with the support of Human Resources must hold an initial discussion with the LADO in order to determine whether the concern or allegation(s) may need to be investigated externally via Social Services or the Police.
9. The Principal will discuss with Human Resources whether the concern or allegation(s) will be investigated internally in accordance with the Academy/College Disciplinary Policy and Procedure. An internal investigation may proceed where it is alleged that an individual has harmed or poses a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence, even in the event that the LADO determines that no external investigation via Social Services or the Police will take place.
10. If a decision is taken to investigate the allegation internally and/or externally the individual will need to be informed of the allegation and a decision made regarding any restriction which may need to be placed on the individual in the workplace, including suspension as a neutral holding measure to protect all parties whilst the investigation is undertaken. This will be undertaken in accordance with the academy/school/college Disciplinary Policy and Procedure and following discussion and advice from Human Resources and must be confirmed in writing to the individual.
11. The Principal, DSL/DSP and Human Resources may be invited and must attend any strategy discussion meeting at which either the Police and/or LADO may be in attendance. This will be to determine and agree the process and timescales of internal/external investigations.
12. The individual must be informed by the Academy/College of the outcome of any internal investigation. Please be aware that an internal investigation in accordance with the Disciplinary Policy and Procedure may and can be concluded before any external investigation.

13. Following any internal investigation, a decision will be taken as to whether there is any evidence to support the allegation(s) and if so, whether the allegation(s) will be considered further at a disciplinary hearing where disciplinary action up to and including dismissal may be taken.
14. If an employee is dismissed or removed from working with children or young people permanently as a result of the internal disciplinary investigation for an allegation that they have harmed or pose a risk of harm to a child or young person under the age of 18 through their action or inaction or received a caution or conviction for a relevant offence this may result in a referral to the DBS for their consideration whether the person will be listed on the DBS Children's or Adult's Barred Lists. The referral would be conducted by the Principal with the guidance and advice of Human Resources.
15. In the event that an individual resigns from their employment prior to the conclusion of the disciplinary investigation, the investigation process and any hearing must continue and a conclusion reached. This is necessary due to the requirement of the Academy/College to consider whether the allegation(s) are proven, and if so to satisfy their legal duty to refer to the DBS.
16. Consideration will be given throughout to the support and information needs of students parents/carers and staff. It is important to ensure that appropriate communication is maintained with these parties throughout, whilst ensuring confidentiality is upheld.
17. The Principal will inform the Chair of the Governing Body/Academy Council of any allegation.

Allegations against the Principal

In the event that an allegation is made against the Principal the matter will be reported to the Executive Principal and the Executive Principal/Chair of the Governing Body/Academy Council who will proceed as the 'Principal' as from Step 3 above.

Appendix H

Safeguarding Escalation Procedures

The safeguarding escalation procedure is a formal way of ensuring a live safeguarding case can be reviewed, permitting professional dialogue between colleagues, agencies and other organisations involved with the case.

Escalation procedures should be used when all normal channels of requesting further support or action have been exhausted and in situations such as:

- A member of staff has made a referral and is concerned that the outcome does not sufficiently safeguard the child/young person.
- The child/young person's situation does not appear to be improving.
- The referrer or other members of the safeguarding team feel that a child/young person's case is not progressing despite there being a perceived need.
- A member of staff feels safeguarding concerns regarding a child/young person are not being addressed.
- One member of the safeguarding team disagrees with the actions of another.

In all situations where an escalation has been initiated, the first step will be to provide an overview and chronology of the case to date and subsequent actions that have occurred.

At each step, there must be a reported and recorded outcome.

Individual cases to be reviewed by each organisation's safeguarding team

Appendix I

Related Policies

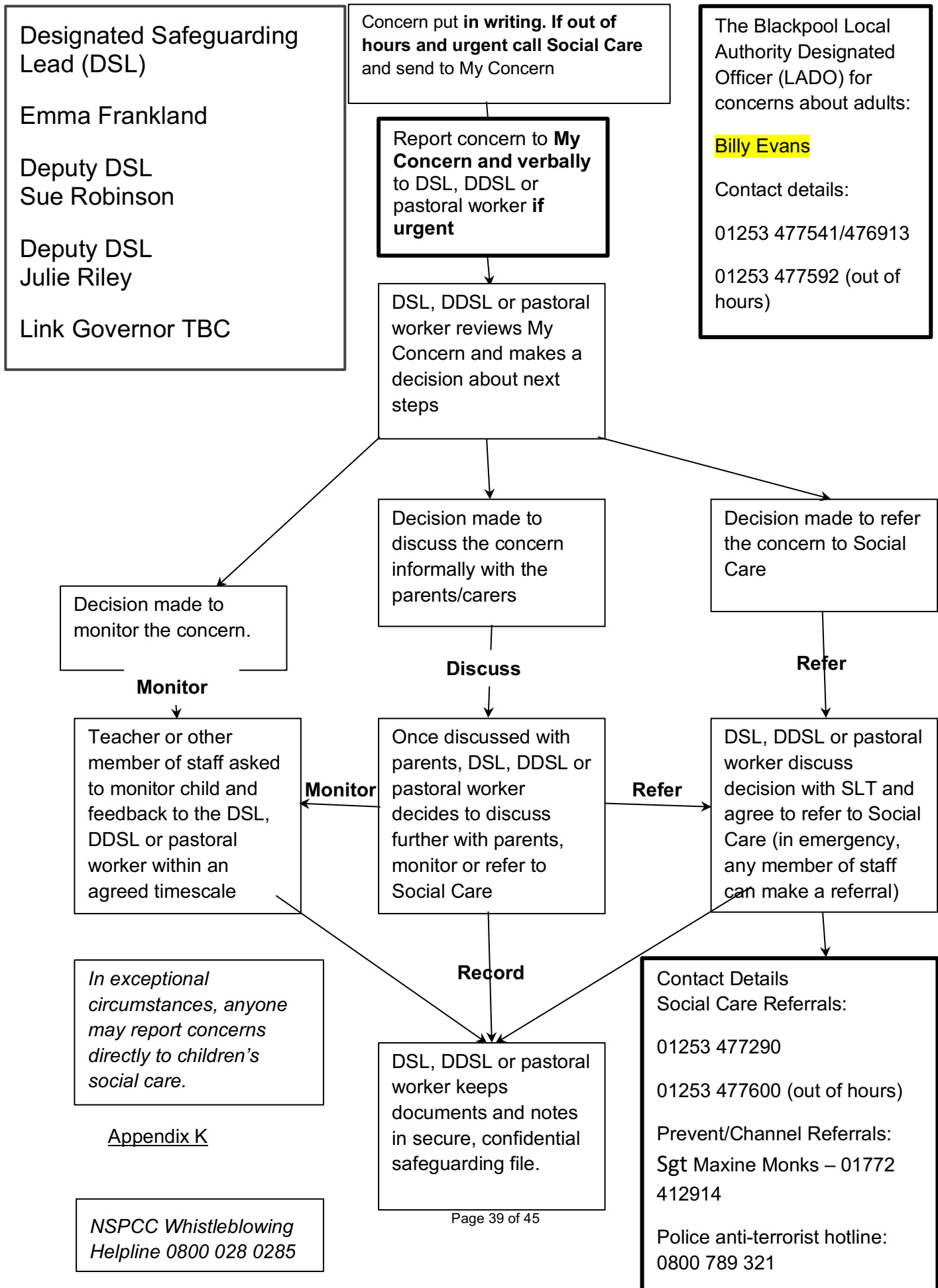
The following policies (non-exhaustive list) support the FCAT Safeguarding and Child Protection Policy:

- Anti-Bullying Policy
- Behaviour for Learning Policy
- Communications Policy (including staff/volunteer/student use of social media)
- Confidentiality Policy
- Curriculum Policy (PSHE)
- Data Protection Policy
- Disciplinary Policy
- Disclosure and Barring Service (DBS) Policy
- Drugs and Alcohol Policy
- Equality and Diversity Policy
- E-Safety Policy
- Physical Intervention Policy/Care and Control Policy
- Recruitment and Selection Policy (includes safer recruitment procedures)
- Special Educational Needs (SEN) Policy
- Staff Code of Conduct
- Whistleblowing Policy

The following academy policies (non-exhaustive list) also support the FCAT Safeguarding and Child Protection Policy:

- Attendance Policy
- Personal Relationships/SRE Education Policy
- Portable Digital Devices Policy
- Use of Digital and Video Images Policy
- Extremism and radicalisation policy and risk assessment
- Security Policy
- Visiting Speaker Policy
- Volunteer Policy and risk assessment

Appendix J - FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Designated Safeguarding Lead (DSL)
 Emma Frankland
 Deputy DSL
 Sue Robinson
 Deputy DSL
 Julie Riley
 Link Governor TBC

Concern put in writing. If out of hours and urgent call Social Care and send to My Concern

Report concern to **My Concern** and verbally to DSL, DDSL or pastoral worker if **urgent**

DSL, DDSL or pastoral worker reviews My Concern and makes a decision about next steps

The Blackpool Local Authority Designated Officer (LADO) for concerns about adults:
Billy Evans
 Contact details:
 01253 477541/476913
 01253 477592 (out of hours)

Decision made to monitor the concern.

Monitor

Teacher or other member of staff asked to monitor child and feedback to the DSL, DDSL or pastoral worker within an agreed timescale

Decision made to discuss the concern informally with the parents/carers

Discuss

Once discussed with parents, DSL, DDSL or pastoral worker decides to discuss further with parents, monitor or refer to Social Care

Decision made to refer the concern to Social Care

Refer

DSL, DDSL or pastoral worker discuss decision with SLT and agree to refer to Social Care (in emergency, any member of staff can make a referral)

In exceptional circumstances, anyone may report concerns directly to children's social care.

Appendix K

Record
 DSL, DDSL or pastoral worker keeps documents and notes in secure, confidential safeguarding file.

Contact Details
 Social Care Referrals:
 01253 477290
 01253 477600 (out of hours)
 Prevent/Channel Referrals:
 Sgt Maxine Monks – 01772 412914
 Police anti-terrorist hotline:
 0800 789 321

NSPCC Whistleblowing Helpline 0800 028 0285

Appendix K



KEEPING CHILDREN SAFE IN EDUCATION

WHAT YOU NEED TO KNOW



A child means everyone under the age of 18.



Children need the right help at the right time to address risks



Remember 'it could happen here' where safeguarding is concerned.



We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

What is safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.



What do I need to do?



ALWAYS ACT
in the best interests of the child. Never promise confidentiality.



KNOW HOW
to identify children who may benefit from early help.



KNOW THE DIFFERENT
types of abuse and neglect, so that you can identify children who may be in need of help or protection.



Know what to do if a child tells you they are being abused or neglected.



Know who the Designated Safeguarding Lead is and talk to them as soon as you are concerned.



Everyone must read: Keeping Children Safe in Education Part One and Annex A, Child Protection policy, Staff behaviour policy



Any staff member can make a referral to children's social care, but they should inform the designated safeguarding lead as soon as possible.



If a teacher finds Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.



All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Staff Behaviour



If you are concerned about the behaviour of any staff member, you should speak to the headteacher. Concerns about the headteacher should be referred to the Chair of Governors.

Whistleblowing



If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Designated Safeguarding Lead, any senior leader, or the Chair of Governors. If you feel unable to talk someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or [email: help@nspcc.org.uk](mailto:help@nspcc.org.uk)

For consultancy, training and advice, go to www.safeguardingschools.co.uk

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Appendix K

Remote Learning during the Covid-19 Outbreak (See Remote Learning Policy for further details.)

Children and online safety away from school and college. Academies must do all that they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the academy.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk.

Any such concerns should be dealt with as per the existing safeguarding and child protection policy and where appropriate referrals should still be made to Children's Social Care and as required the police.

Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) should be used to help plan online lessons and/or activities and plan them safely.

All staff must consider the safety of children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the academy's Staff Code of Conduct, Social Media Policy, Behaviour and Acceptable Use Policies, which encompass acceptable use of technologies, staff /pupil/student relationships and communication including the use of social media.

These policies apply equally to any existing or new online and distance learning arrangements.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) may be helpful.

Any use of online learning tools and systems must be in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process is to ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as academy reporting routes, 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

Parents and Carers

Academies will be in regular contact with parents and carers during the outbreak. These communications should be used to reinforce the importance of children being safe online.

It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the academy (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the academy online offer with support from online companies and in some cases individual tutors.

Academies should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

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

Guidance

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

Published 27 March 2020

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the academy will implement provision for remote learning to ensure students never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend academy due to coronavirus (COVID-19)'
 - DfE (2020) 'How schools can plan for tier 2 local restrictions'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
 - Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

2. Contingency planning

- 2.1 The academy will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the academy's website.
- 2.2 The academy will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.
- 2.3 The academy will communicate its contingency plans for local restrictions with parents, including whether it will remain open to vulnerable students and children of critical workers, or if remote working will be applicable for all.
- 2.4 If local restrictions are **not** applied, but a single class or 'bubble' needs to self-isolate, the academy will immediately implement remote learning for that group.

The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the academy will continue to remain fully open to all, and these tiers will not apply.

3. Teaching and learning

- 3.1 All students will have access to high-quality education when remote working.
- 3.2 Teachers will ensure lessons are inclusive for all students and can be adapted to account for the needs of disadvantaged students and students with SEND.
- 3.3 When teaching students who are working remotely, teachers will:
 - Set assignments so that students have meaningful and ambitious work each day.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
 - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
 - Plan a programme that is of equivalent length to the core teaching students would receive in Academy where possible, ideally including daily contact with teachers.
- 3.4 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- 3.5 In exceptional circumstances, the Academy may reduce its curriculum offering to enable students to cope with the workload – the Headteacher will assess this need, keeping students' best interests in mind, and will not take the decision lightly.
- 3.6 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.7 The Academy will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.8 Under the scheme, the Academy can order laptops, tablets and 4G wireless routers to support the following groups of students if they do not have access to a digital device or the internet through other means:
 - Students in Years 3 to 11

- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
 - Children in all year groups who are unable to access remote education whilst attending academy on a hospital site
- 3.9 Before distributing devices, the Academy will ensure:
- The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help students and their families use the devices safely.
- 3.10 Once devices are ready for collection, the academy will either arrange for them to be collected by families from academy or delivered to students' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to Academy

- 4.1 The Headteacher will work with the Executive HT and the FCAT to ensure students only return to academy when it is safe for them to do so.
- 4.2 After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to academy.
- 4.3 The Headteacher will listen to all concerns that parents may have about their child returning to academy and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

- 5.1 This policy annex will be reviewed in line with any updates to government guidance.
- 5.2 All changes to the policy will be communicated to relevant members of the Academy community.
- 5.3