

Safeguarding and Child Protection Policy

Applies to:

The whole summer school along with all activities provided by the Ingenium Academy, and all working at the Ingenium Academy.

Related Documents:

Health and Safety Poster (displayed during the summer school)
Offsite Activities Policy and Trip Checklist
Child Protection and Safeguarding Policy
Safer Recruitment Policy
Anti Bullying and E-Safety Policy
Behaviour Management Policy
First Aid Policy
Supporting Students with Ongoing Medical Conditions Policy
Critical Incident Policy
Fire Safety Policy
Risk Assessment Policy

Availability:

The Safeguarding and Child Protection Policy, along with relevant documents, are provided either in hard copy or electronically to all new employees before commencing work at the Ingenium Academy. They are required to state that they have read and understood such documents and confirm this by signing the Policies Register. This policy is made available to all via the Ingenium Academy website; parents and students via the Ingenium Academy website in the Parent Policies folder of the Student Area of the website, and staff on the Ingenium Academy intranet, and on request a copy may be obtained from info@ingeniumacademy.com

Monitoring and Review:

The Director and Head of Pastoral Care undertake a formal annual review of the Safeguarding and Child Protection Policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Where any changes, amendments or additions are made, the revision number will change. Reviews that result in no changes at all will maintain the same revision number.



Ingenium Academy

INTERNATIONAL SUMMER SCHOOL FOR MUSIC

Signed:

Rebecca Nathan

Rebecca Nathan

Director, The Ingenium Academy
18th June 2019

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1. Commitment to Safeguarding and acting in the best interests of young people

The Ingenium Academy recognises that Safeguarding and promoting the welfare of young people is everyone's responsibility and is committed to acting in the best interests of the young person. To fulfil this responsibility effectively, all staff should make sure their approach is at all times young person centred to address risks and prevent situations escalating. This means that they should always consider what is in the best interests of the young person. No single professional can have a full picture of a young person's needs and circumstances. If young people and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

(Keeping Children Safe In Education, September 2018

[/https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf)

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Safeguarding and promoting the welfare of young people are defined for the purposes of this policy as: protecting young people from maltreatment; preventing impairment of young people's health or development; ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have best outcomes; acting on and referring early signs of abuse and neglect and radicalisation; and keeping clear records (KCSIE, September 2018).

In this policy, and at the Ingenium Academy, "young people" refers to students up to and above the age of 18; i.e. all students under the care of Ingenium Academy.

We adopt an open and accepting attitude towards young people as part of our responsibility for pastoral care. Staff encourage young people and parents to feel free to talk about any concerns and to see the Ingenium Academy as a safe place when there are difficulties. Young people's worries and fears will be taken seriously and young people are encouraged to seek help from members of staff.

Ingenium Academy will therefore:

- Ensure that all residential members of staff receive a copy and read and understand this policy as well as Part 1 of *Keeping Children Safe in Education, September 2018 and Annex A*, and are aware of the signs of abuse, neglect and specific safeguarding issues, so that they can identify children who may need help, to report concerns to the Designated Safeguarding Lead (DSL).
- Ensure all peripatetic members of staff receive a summary document outlining child protection measures, are aware of the signs of abuse, neglect, specific safeguarding issues and understand how to report these to the Designated Safeguarding Lead (DSL) at the Ingenium Academy.
- Ensure that all members of Pastoral Staff have completed the Ingenium staff training covering Safeguarding before commencing work at the Ingenium Academy.
- Ensure that staff members working with young people are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Ensure that all staff members are aware of the Safeguarding and Child Protection Policy as part of staff induction.
- Provide a safe environment in which young people can learn;
- Establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to;
- Ensure that young people know that there are adults at Ingenium Academy whom they can approach if they are worried or are in difficulty;
- Have a DSL who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services;
- Recognise its duties to students in need, providing early help and intervention, while also providing support for students at risk. Early help means providing support as soon as a problem emerges at any point in a student's time at Ingenium Academy. In the first instance, staff should discuss early help requirements with the Designated Safeguarding Lead.
- Ensure that anyone who has a concern about a student's welfare will ensure a referral is made to the DSL, who in most instances would follow agreed inter-agency (including international) procedures.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies where appropriate;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Disclosure and Barring Services and prohibition from teaching checks.

- Keep up-to-date records.

2. Procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with standard procedures:

What follows below is the Ingenium Academy's procedure. However, in an emergency anyone can make a referral where there are serious concerns about a young person or member of staff to the Hampshire Safeguarding Children Board: Hampshire Children's Services: 0300 555 1384 (24 hours)

You do not need to know everything about the child or young person and what is happening before contacting. *IN AN EMERGENCY CONTACT THE POLICE BY DIALLING 999*

2.1. What Staff need to know and look out for

All staff must be aware of the systems within the Ingenium Academy which support safeguarding, which are explained to them as part of their induction training, including, but not limited to the Safeguarding and Child Protection Policy, Behaviour Management Policy, Anti-Bullying and E Safety Policy;

- All staff must know that the Designated Safeguarding Lead (DSL) for the Ingenium Academy is the Director (Mrs Rebecca Nathan). In the event of a concern over a young person she should be informed;
- All staff must know that the Deputy DSL for the Ingenium Academy is the Head of Pastoral Care (Mr Charles Price);
- All staff must be aware of the signs of abuse and neglect to identify children who may be in need (see Definitions of abuse);
- Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and when concerned about the welfare of a student, staff members should always act in the best interests of the child.

2.2 What Staff should do if they have a concern about a young person

1. If staff members have any concerns (as opposed to a young person being in immediate danger - see point 5) about a young person they should raise these with the DSL. The DSL should usually help decide whether a referral to young person's social care, early help or other support is appropriate.
2. If a referral to young person's social care is appropriate, the DSL or Deputy DSL should make it.

3. If early help is appropriate the DSL should liaise with other agencies in setting up an inter-agency assessment as appropriate.
4. If early help and or other support is appropriate, the case should be kept under constant review and consideration for the duration of the summer school, and a referral should be made to young person's social care if the young person's situation doesn't appear to be improving, or if there is concern for a young person returning home.
5. **If a young person is in immediate danger or is at risk of harm, the UK Police should be informed immediately.**
6. It is important for young people to receive the right help at the right time to address risks and prevent issues escalating. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the young person, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
7. It is important that all parties act swiftly and avoid delays.
8. Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
9. In all cases the best interest of the young person is the primary consideration and a referral to statutory agencies does NOT require parental consent, if there are reasonable grounds to believe that a young person is at risk of significant harm.

Individual Staff - main procedural steps

When a young person makes a disclosure, or when concerns are received from other sources:

- Take what the young person says seriously;
- Do not investigate, ask leading questions, examine young people, or promise confidentiality;
- Young people making disclosures should be reassured and if possible at this stage should be informed what action will be taken next;
- Listen to the young person carefully without interrupting;
- Remain calm and do not rush into action that may be inappropriate;
- Reassure the young person that he/she is not to blame;
- If you are in a group situation with a young person, arrange to see him/her on his/her own at the earliest possible opportunity;
- If the young person is in immediate danger or in need of emergency medical care, make sure the relevant emergency service is contacted;

- Let the young person know what you are going to do to help;
- Report what you have been told to the appropriate DSL as soon as possible (or to another senior member of staff in their absence). This must always be done on the same day. Use the young person's exact words wherever possible;
- Keep the matter confidential to as few people who need to know;
- As soon as possible fill in the Safeguarding Incident Report Form which must be dated, timed and signed. It must include what has been disclosed, noticed, or said. Follow the Safeguarding Reporting Procedure (2.3)
- If this has not already been done, inform the young person (or other party who has raised the concern) what action you have taken;
- **If a crime may have been committed, the matter should be reported to the Police.**

2.3 Safeguarding Reporting Procedure

Safeguarding Incident Reporting forms are available in staff rooms in all boarding houses, New Hall, and Music School and also on the school intranet. Once a disclosure has been made, staff must fill in this form as soon as possible to ensure the highest level of accuracy when reporting. Staff **MUST NOT** fill this in in the presence of young people, certainly not the young person concerned, nor as a note taking activity during the disclosure.

Once this form has been filled in, signed, timed and dated, the staff member must call the DSL or one of the Pastoral Heads to collect the form and file it confidentially. The disclosure will then be discussed at a senior level and appropriate action, as outlined in previous steps, will be taken. The staff member may choose to be a part of this procedure if they wish. If the safeguarding incident is deemed to be of a nature where the young person concerned, or other young people are in immediate danger or at risk, the staff member must call for Senior support (DSL or Pastoral Head) to come to the location immediately.

2.4 Statutory Guidance

This policy is consistent with:

- The Children's Act, 1989 which requires all educational establishments to follow procedures for protecting children from abuse.
- Section 175 of the Education Act 2002, section 11 of the Children's Act 2004 and section 55 of the Borders' Citizenship and Immigration Act 2009, which require arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children.

- DfE document "Keeping Children Safe in Education" (September 2018), which incorporates the additional statutory guidance, "Disqualification under the childcare Act" (2006), and non-statutory advice for practitioners, "What to do if you are worried a child is being abused" (March 2015);
- "Working Together to Safeguard Children" (March 2015, statutory guidance), which includes non-statutory advice, "Information Sharing" (March 2015)
- "Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings" (October 2015). This document is NOT statutory guidance from the DfE; but it is used by Ingenium Academy as a guide for our own Staff Training.

2.5 Ingenium Academy provision for listening to young people and early help

Young people are able to speak with any member of staff about a concern they may have. Where concerns are raised about a young person, the DSL is informed and in consultation with parents, where appropriate, access to Early Help is sought via the appropriate inter-agency channels by the DSL.

Early help means providing support as soon as a problem emerges at any point in a young person's life.

2.6 Definitions of Abuse

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

Abuse

Abuse is a form of maltreatment of a young person. Somebody may abuse or neglect a young person by inflicting harm or by failing to act to prevent harm. Young people may be abused in a family or in an institutional 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 adults or another young person or young people. There are 4 main types of abuse.

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

Emotional abuse – the persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the young person's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the 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 young people. These may include interactions that are beyond a young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Sexual abuse - Involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a 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 young people.

Neglect - Neglect is the persistent failure to meet a young person's basic physical and/or psychological needs, likely to result in the serious impairment of the young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a young person 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 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 young person's basic emotional needs.

Potential abuse - Situations where young people might not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another young person in the household has been abused, or where there is a known abuser.

Bullying - Any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying)

Young people with SEN/D - Students with special educational needs and/or disabilities may be particularly vulnerable to forms of abuse and all staff should be aware of this when they are in working alongside SEN/D students.

2.7 A Young Person Missing From Education

If a young person discloses that they are often missing from education during the school year, this is a potential indicator of abuse or neglect.

2.8 A Young Person missing from Ingenium Academy

All staff must follow the Academy's procedures for registering and monitoring the whereabouts of all young people in the Academy's care.

At the Ingenium Academy, young person attendance is recorded at multiple points throughout the day: Breakfast, Morning Briefing, During all Sessions, Lunch, Free Time, Afternoon Briefing, Dinner, Whole School Evening Meeting, Bedtime.

Absences

- If a young person is absent during a register, staff will find that young person, following the process outlined in Induction, and as follows:
- A young person will be sought throughout the Winchester College site, searching first the main areas (Boarding Houses, Music School, New Hall, School). If they are not found here, Winchester College staff are informed and members of Pastoral Staff further search the Winchester College site. After 30 minutes without success, the Police are informed.
 - i. Parents are contacted and the matter is discussed to ascertain the reason for the child's absence and appropriate strategies put in place.
 - ii. Any suspicion of neglect or abuse is reported to the DSL.

2.7 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children or young people 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 or young person may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Young people who appear with unexplained gifts or new possessions;
- Young people who associate with other young people involved in exploitation;
- Young people who have older boyfriends or girlfriends;
- Young people who suffer from sexually transmitted infections or become pregnant;
- Young people who suffer from changes in emotional well-being;
- Young people who misuse drugs and alcohol;

2.8 Specific Safeguarding Issues (Keeping Children Safe in Education, September 2018)

- Bullying, including cyber-bullying
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Forced Marriage/honoured based violence
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VWAG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Teenage Relationship Abuse
- Trafficking

3. Arrangements for dealing with peer-on-peer abuse, including sexting and any other relevant issues, and how victims are supported.

We recognise that abuse can take many forms including abuse by one or more young person against another. This may be an isolated incident or indeed a series of incidents over a period of time.

Staff are requested that where there is 'reasonable cause to suspect that a child is suffering, or *likely* to suffer, significant harm', that any such abuse will be referred to the DSL, who will refer to local agencies. In the event of disclosures about student-on-student abuse, colleagues are expected to treat all young people involved, whether perpetrator or victim, as being "at risk". Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the Anti-Bullying and E Safety Policy.

Bullying - A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' Please also see the Anti-Bullying and E Safety Policy. The DSL should assess all information available to the Academy about a child and refer to the Children's Social Care and confirm this referral in writing by completing an Electronic Interagency Referral Form within 24 hours or written confirmation of a telephone referral form.

Sexting - "Sexting" is the act of sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. These messages, photos, and images are then often being further disseminated through email and internet-based social networking websites well beyond their original intended recipients.

- Sending or receiving a sexually suggestive image or text under the age of 18 is a crime and is considered child pornography and can result in criminal charges.
- Sexting is not acceptable under any circumstances, including 'banter' between students or between adults.
- Young people who are found to have engaged in sexting must expect to receive a serious sanction, the severity of which will depend upon the specific nature of the incident. Parents will be informed and a meeting convened to discuss the incident and strategies put in place to help change their behaviour.
- Those who have been the victim of sexting will be given appropriate support following discussions with their parent/guardian and, where appropriate, relevant external organisations.

Safeguarding Young People who have or who are likely to suffer significant harm

Cases where there are suspicions about abuse but no clear evidence:

The presenting signs/symptoms must be carefully observed and a history taken in a non-judgmental way. A watching brief should be kept and the suspicions should be re-evaluated regularly. Children's Social Care should be consulted if concern is not alleviated. If necessary, it is the responsibility of the DSL, to pass these concerns on to the Children's Social Care.

Support for staff

As part of their duty to safeguard and promote the welfare of young people, staff may hear information, either from the young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL should seek to arrange the necessary support. Staff who are the subject of an allegation of abuse will also receive appropriate support.

4. Arrangements for handling allegations of abuse against members of staff, including reporting to the DBS/NCTL.

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with young people has:

- behaved in a way that has harmed a young person, or might have harmed a young person;
- possibly committed a criminal offence against or related to a young person; or

- behaved towards a young person or young people in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with young people

4.1 Individual Staff who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done;
- ii. Report immediately to the DSL, and then is reported to the Local Authority Designated Officer (LADO);
- iii. Pass on the written record;
- iv. If the allegation concerns the conduct of the DSL, report immediately to the LADO with the written record).

4.2 DSL who receives the allegation:

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done;
- ii. Before taking further action or any investigation, immediately notify and seek advice from the LADO on the same day, which can be done anonymously in the first instance. The discussion must be recorded as should any communication with the individual and the parents of the child/children.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the LADO so advises or if circumstances require a referral.
- v. On-going involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

In all instances, Ingenium Academy will follow procedures set out in KCSIE September 2018 Part four: Allegations of abuse made against teachers and other staff.

4.3. Referral to the Disclosure and Barring Service (DBS)

Ingenium Academy will report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or poised a risk of harm to a child. The Director will make this report on behalf of the Academy.

The criteria used to assess whether the Academy should cease using a person's services is set out in full in the Ingenium Academy's Safer Recruitment Policy. Failure to make a report when

required constitutes an offence. 'Compromise agreements cannot be used to prevent a referral from being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. We have a legal duty to respond to requests from the DBS for information they already hold.

When a case is concluded, if the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Director will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a young person; or if a person otherwise poses a risk of harm to a young person.

If the Academy is made aware that the Secretary of State has made an interim prohibition order in respect of an individual we will immediately suspend that person from teaching pending the findings of the NCTL's investigation. Further details can be found in 'Keeping Children Safe in Education', September 2018.

Website: <https://barring.homeoffice.gov.uk>

DBS Barring Referrals

DBS Barring

PO Box 3963

Royal Wootton Bassett

SN4 4HH

Telephone: 03000 200 190

5. Staff Code of Conduct

The Ingenium Academy is committed to ensuring that relationships between staff and young people are conducted on a professional basis. Anticipation of possible risks and seeking to prevent all reasonable risk of misunderstandings and false allegations are seen as part of this commitment. The Staff Code of Conduct has been written with regard to *Guidance for safer working practice for those working with children and young people in education settings, October 2015*.

The Staff Code of Conduct is a separate policy which can be found in the Academy's Policy folder.

6. Whistleblowing Procedures

The whistle blowing procedures may be used by anyone employed by the Academy in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a young person is inappropriate or that safeguarding policy or other guidelines are not being followed.

Inappropriate conduct includes, but is not confined to:

- speaking inappropriately towards a young person;
- bullying, humiliation or aggressive behaviour towards a young person;
- showing favouritism towards a specific group of children or young person;
- contravening health and safety guidelines;
- professional practice that falls short of normally accepted standards;
- compromising students' welfare but in a way that does not meet the threshold for child protection intervention;

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that students are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm.
- You may raise your concern verbally or in writing. You should report your concern directly to the DSL.
- If the DSL is the subject of your concern, speak directly with the Hampshire Safeguarding Children Board.
- A colleague may accompany you to the meeting if you wish.
- Ensure the DSL informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure that you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The DSL will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

- Members of the Ingenium Academy, including other staff, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services, may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistle blower will be kept informed of the progress of the inquiry

The outcome of the inquiry will be one of the following:

- No poor practice or wrong-doing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the DSL to improve practice
- Poor practice or wrong-doing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.
- If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

7. Appointment of Staff – Safer Recruitment

The Ingenium Academy's safer recruitment processes are based on the Statutory Guidance: *Keeping Children Safe in Education September 2018, Part 3*, and the Safer Recruitment Policy can be found in the Policy folder.

8. Management of Safeguarding including the identity and role of the Designated Safeguarding Lead, providing sufficient cover for these roles.

In accordance with the Statutory Guidance "Keeping children safe in education" September 2018, Part 2, the Ingenium Academy will ensure that:

- The Academy has a Safeguarding and Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The Academy operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers.
- There are procedures for dealing with allegations of abuse against members of staff;
- There is a senior member of the Academy's Management Team who is designated to take lead responsibility for dealing with safeguarding and child protection (the "Designated Safeguarding Lead"(DSL)) and that there is always cover for this role;

- The DSL undertakes advanced Safeguarding training and this is refreshed via regular training, at appropriate levels, as and when required (at least every two years), to keep up to date with any relevant safeguarding and child protection developments;
- They utilise the experience and expertise of their staff when shaping safeguarding policies by seeking feedback at appropriate times via the DSL;
- All staff undertake appropriate training which is regularly updated at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments; and that new staff who work with children undertake are made aware of the Academy's arrangements for child protection and their responsibilities.
- Effective policies and procedures are in place and updated annually, including a behaviour "code of conduct" for staff and
- There is a clear policy on the use of mobile technology in the Academy.
- The Academy contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2015 including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

The Director, Mrs Rebecca Nathan has overall responsibility for child protection and welfare within the School. She:

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- ensures that all staff read and understand part 1 annex a of KCSIE;
- reports any former allegations concerning former members of staff who are no longer working at the Academy;
- allocates sufficient time and resources to enable the DSL and Deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- ensures that students' safety and welfare is addressed.
- ensures allegations of abuse or concerns that a member of staff or adult working at the Academy may pose a risk of harm to a child or young person are notified to the Local Authority LADO;
- Ensures all staff feel able to raise concerns about poor or unsafe practice in regard to young people, and such concerns are addressed sensitively and effectively in a timely manner;

- Ensures all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

The DSL will:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases where a person is dismissed or left due to risk/harm to a young person to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- As required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Undertake training. The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the Academy's child protection policy and procedures, especially new staff;
- Are alert to the specific needs of children in need, those with special educational needs;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them.

- The Designated Safeguarding Lead should ensure the Academy's child protection policies are known, understood and used appropriately;
- Ensure the Academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- ensures all staff receive appropriate training in safeguarding and child protection, and records of this are kept;
- During the duration of the summer school, the Designated Safeguarding Lead (or a deputy) should always be available (during day to day hours) for staff in the Academy to discuss any safeguarding concerns. The Designated Safeguarding Lead (or deputy) is expected to be available in person.

Deputy Designated Safeguarding Lead

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead; this lead responsibility should not be delegated.

The Responsibilities of the whole School Staff

All staff are expected to:

- Read and understand any updates to KCSIE part 1 annexe a or any other required documents;
- Be aware of any perceived signs and symptoms of abuse;
- Report concerns to the DSL;
- Keep clear, dated, factual and confidential records of child protection concerns.

9. Staff Training

- The DSL receives updated child protection training at least every 2 years, which includes child protection, inter-agency training, locally agreed procedures for managing referrals, early help, case conferences, record keeping and promoting a listening culture and supplemented by additional informal updates at least annually.
- All residential staff must be provided with induction training that includes:

- i. A copy of the Academy's Safeguarding and Child Protection Policy, which includes the role of the DSL
- ii. The Staff Code of Conduct which is included in the above
- iii. The Identity of the DSL
- iv. A copy of part 1 of KCSIE
- v. Read and understand Part 1 and in addition annex A of KCSIE.

Appropriate steps are taken to assist staff in understanding Part 1 and in addition annexe A of KCSIE.

10. Records, Monitoring and Transfer

- Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a young person within the Academy. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies;
- Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records;
- Child protection records are stored securely, with access confined to the DSL;
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon;
- Copies of Child Protection records will be retained for 25 years after a young person has left the Ingenium Academy.
- In all cases, accurate, contemporaneous records should be kept including details of all observations, actions taken, liaison and communications. They should be dated, timed, signed and kept in a secure place.

11. Data Protection and Child Protection

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a young person being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

12. Staff contact with young people including care, control and restraint.

In order to minimise the risk of accusations being made against staff as a result of their daily contact with students, the DSL will ensure that all staff follow the guidance below:

In order to protect young people from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation. This does not mean that physical contact is never permissible. However, it does mean that adults touching children must operate within understood limits, and that contact beyond those limits must be a considered response which can be justified if necessary. All members of Academy staff have a legal power to use reasonable force. For example, a young person may well require restraint when crossing a busy road in the interests of their safety. Prohibition of any physical contact would clearly not be to the benefit of the young person, so staff must use their professional judgement when they feel a young person needs this kind of support.

Appropriate Physical Contact - There are occasions when physical contact with a young person may be proper or necessary, for example if a member of staff has to give first aid. Staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate.

Physical contact may be misconstrued by a young person, parent or observer. Touching young people, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with young people. It is particularly unwise to attribute touching to a teaching style or as a way of relating to young people.

The circumstances in which staff can intervene with a student are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a student from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to good order and to maintain good order and discipline
- In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

13. Residential Care (Boarding)

As an Academy with a residential nature, this document adheres to the requirements set out in the revised National Minimal Standards for Boarding. In accordance with National Minimal Standards, all boarding staff (known as Pastoral Staff), are given briefing notes or training on

responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

The Academy is aware that for some overseas students, child protection does not have the same level of focus as it does in the UK. Staff are mindful of this when monitoring the relationships between students, particularly those from overseas. Should a member of staff have any concerns about an overseas student in this regard they must share this with the DSL who will contact Children Young People's Services.

The Academy is aware of the gender imbalance within the young person's community. The ratio of boys to girls is approximately 4:6. In accordance with the guidance set out in KCSIE, all pastoral staff are alert to student relationships and the potential for peer abuse and to report any concerns to the DSL straight away.

If any parent (current or prospective), any staff, or any young people have any concerns about any aspect of safeguarding and welfare within the residential community of Ingenium Academy, they may contact the Director/DSL.

15. Confidentiality

Members of staff have access to confidential information about students in order to undertake their everyday responsibilities.

- Staff are expected to treat information they receive about young people in a discreet and confidential manner
- Staff in any doubt about sharing information they hold or which has been requested of them should seek advice from a member of Senior Management
- Staff need to be cautious when passing information to others about a young person.

16. Evaluation of this Policy

This is carried out annually by the DSL and Head of Pastoral Care, reviewing records, procedures and any new guidance is taken from the LSCB.

The Policy was updated last on **10th July 2018**

This Policy was last reviewed on **18th June 2019**.

17. Further Reading and Documents mentioned in this policy

- 1989 The Children Act
- 2002 Education Act
- 2018 Keeping Children Safe in Education

[\https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm

Ingenium Academy

INTERNATIONAL SUMMER SCHOOL FOR MUSIC

[ent data/file/741314/Keeping Children Safe in Education 3 September 2018 14.09.18.pdf](#)

- 2018 Keeping Children Safe in Education Part 1
[\[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping Children Safe in Education 2018 Part One 14.09.18.pdf\]](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.pdf)
- 2015 Working Together to Safeguard Children
[\[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working Together to Safeguard Children 20170213.pdf\]](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf)
- 2015 Guidance for Safer Working Practice for Adults who work with Children and Young People in Education [\[https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf\]](https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf)
- 2013 Use of reasonable force in schools
[\[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf\]](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- 2015 What to do if you're worried a child is being abused
[\[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf\]](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

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