Safeguarding and child protection – appendix

Queen Elizabeth's Academy

September 2022

Diverse Academies

Content

1   Academy statement

**We follow all aspects of statutory safeguarding guidance outlined in the Trust policy.
https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf**

1.1   Inspired by Luke 10:29-37 we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that our students can experience life in all its fullness.

These protocols will ensure that our students receive the support, both from within school and outside of school that they righty deserve. Allowing our students to flourish, be safe, and be respected in a secure and nurturing environment that promotes togetherness, truthfulness and empathy.

2   Safeguarding personnel / key contacts

Staff contacts

2.1   Local academy committee - link governor- Elaine Twigger

2.2   Key personnel:

Principal: Ms D Percival

Executive Principal : Mrs C Saxelby

LADO- Eva Callaghan

2.3   Designated Safeguarding lead and DDSLs:

Ms D Percival- Designated Safeguarding Lead

Contacts- 01623 623559 dpercival@queenelizabeths-ac.org.uk

Mr T Millar- Deputy Designated Safeguarding Lead

Contacts- 01623 623559 tmillar@queenelizabeths-ac.org.uk

Mrs L Taylor- Deputy Designated Safeguarding Lead

Contacts- 01623 623559 ltaylor@queenelizabeths-ac.org.uk

2.4   CLA contact :

Mrs C Graham SENDCo

Contacts- 01623 623559 cgraham@queenelizabeths-ac.org.uk

2.5 Mental Health Lead:

Mr T Millar

Contacts- 01623 623559 tmillar@queenelizabeths-ac.org.uk

2.6 LGBTQ champion / lead teacher :

Mrs I Cotterill

Contacts- 01623 623559 icotterill@queenelizabeths-ac.org.uk

2.7 Academy counselling / ELSA staff TBC

2.8 Online Safety leads :

Ms D Percival- Designated Safeguarding Lead

Contacts- 01623 623559 dpercival@queenelizabeths-ac.org.uk

Mr T Millar- Deputy Designated Safeguarding Lead

Contacts- 01623 623559 tmillar@queenelizabeths-ac.org.uk

3 Responsibility for implementing the safeguarding policy in the academy

All members of staff are responsible for implementing the policy. Safeguarding is the most important role that all our staff have.

Consequently all our staff have annual safeguarding training, in addition to National College training on key safeguarding themes. Each half term staff receive a safeguarding newsletter, keeping them up to date in the most relevant safeguarding news.

All staff contribute to day to day safeguarding, by reporting concerns and disclosures via My Concern. Responsibility for maintaining My Concern and actioning referrals lies with the key safeguarding personnel listed in section 2 of this document.

Student training is also central to the safeguarding work completed by the academy. Much like staff, all students receive annual safeguarding training through the pastoral curriculum in addition to the RSE (Relationships and Sex Education) and ICT curriculum.
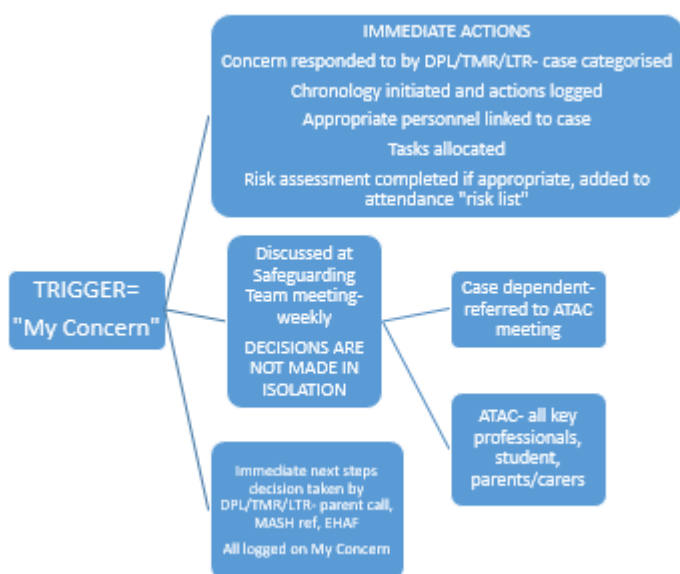
4   Training

All academy staff participate in an annual refresher with a follow up MS Forms quiz. The refresher is led by the DSL and takes place annually on the September inset day. Training materials are emailed to all staff for future reference. Staff that join the academy midyear receive the same training as part of the induction programme.

All staff receive an electronic copy of Keeping Children Safe in Education and sign a confirmation receipt on My Concern that indicates that they have read and understood the contents of Part 1 and 5, and annex A and B.

Staff complete National College safeguarding training modules every two years. These modules focus on child protection, female genital mutilation and The Prevent Duty. In addition, staff also complete a module on sexual violence and sexual harassment.

Every half term staff receive a safeguarding update newsletter to keep their training relevant and reflecting the contextual safeguarding needs of the academy.

The safeguarding team complete DSL standard training every two years.

In the staff workroom, the safeguarding board contains up to date information for staff to refer to. Copies of training materials and policies are stored on My Concern.

5   Working with parents / carers

When concerns are received via My Concern, the safeguarding team work closely with parents to investigate the issue. Dependent on the nature of the concern it may be necessary to make further referrals to external agencies such as MASH (Multi Agency Safeguarding Hub) or the Police. Where appropriate to do so, again dependent on the nature of the concern, these referrals will be discussed with parents in the first instance. Where it is deemed unwise to discuss with parents, and at the discretion of the DSL, referrals may be made without parental consultation.

In addition to the staff contacts above the academy safeguarding email address is :

Safeguarding@queenelizabeths-ac.org.uk

6 Curriculum – safeguarding

6.1 RSE- Relationship and Sex Education. Safeguarding runs through the key stage 3 and 4 RSE curriculum. At KS3 students receive a weekly RSE lesson. At KS4 students receive RSE through the pastoral curriculum. For further information on curriculum coverage for RSE please see the academy website- curriculum- by year group.

6.2 Online safety- ICT staff deliver lessons on online safety as part of their curriculum plans. For further information on curriculum coverage for ICT please see the academy website- curriculum- by year group.

6.3 Mental health- Mental health runs through the key stage 3 and 4 RSE curriculum. At KS3 students receive a weekly RSE lesson. At KS4 students receive RSE through the pastoral curriculum. In addition to this mental health is also covered in the pastoral curriculum. For further information on curriculum coverage for RSE please see the academy website- curriculum- by year group.

7 Child-on-child sexual violence and sexual harassment

7.1 Child-on-Child abuse and sexual harassment and sexual violence is not tolerated in the academy. Expectations regarding behaviour by students and towards students is clearly defined in the QEA Way, behaviour policy, and the anti-bullying policy. The importance of and characteristics of, healthy relationships is promoted through RSE and the pastoral curriculum. For further information on curriculum coverage for RSE please see the academy website- curriculum- by year group.

7.2 Student voice is gauged regularly by the MAT and the academy through anonymous questionnaires and student voice panels.

7.3 Support- the safeguarding team are available for all stakeholders to access during the school day in person and after hours via email on safeguarding@queenelizabeths-ac.org.uk

In addition to this the safeguarding team are able to recommend a number of external agencies that offer support to compliment the work of the academy.

7.4 The curriculum- both the RSE curriculum and the pastoral curriculum cover issues associated with child-on-child abuse and SVSH. The importance of and characteristics of healthy

relationships is a key area of content on the RSE 5 year plan and through assemblies. For further information on curriculum coverage for RSE please see the academy website- curriculum- by year group.

8   Local contextual safeguarding

8.1   The DSL uses My Concern as a diagnostic tool as evidence to inform staff and student training. This ensures that our own specific contextual issues are understood and taken into consideration regularly- once per half term. This evidence base informs RSE and pastoral curriculum planning as well as staff CPD. The key focus area of our work on contextual safeguarding is mental health. The academy has invested resources and time in supporting mental health issues, for both staff and students. The academy Mental Health Lead, Mr Millar, along with the DSL, Miss Percival, lead on the Mental Health Provision Development Plan and provision map. They are also the authors of the Mental Health Commitment Statement. These documents are available upon request.

9   Working with agencies

9.1   The academy provide wrap-around care for all its students as appropriate. We work extensively with external providers such as but not limited to:

- MASH
- Social Care
- Police
- Health professionals
- Family Services
- CAMHS
- Youth Offending Team
- Imara counselling services
- Early Help

The focus of this work is to information share through referrals, attendance at multi agency meetings, responding to requests for information. We pride ourselves on the work completed with external agencies in line with our Christian vision to offer care without limits.

10   Additionally vulnerable children

10.1 SG and SEND

The academy recognises that students with SEND are more likely to deal with safeguarding issues. To ensure that the needs of students with SEND are met, the SENCO is part of the wider safeguarding team and attends the team meetings. All students at K on the SEND register have a designated keyworker who attends to their welfare needs.

10.2 Counsellor services

At the time of the writing of this policy appendix the academy does not have a counsellor. The Mental Health Lead provides support for students requiring additional support, signposting to agencies and making referrals.

10.3 Children in Care

The designated teacher for LAC is part of the wider safeguarding team and attends the team meetings. This ensures that key information is shared in a timely manner with social care.

10.4 LGBTQ+

The academy lead welcomes LGBTQ+ students and friends to attend lunchtime social groups. The academy invests pastoral curriculum and RSE time on diversity and equality so that QEA students accept all students as part of our community.

This policy appendix is reviewed annually to reflect national guidance and local academy strategies to managing attendance.