



# LA3 Safeguarding Policy

## Purpose and Aims

The purpose of Learning Academies safeguarding policy is to provide a secure framework for the Academy in safeguarding and promoting the welfare of all students who attend our academies.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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.'

Where a child is suffering significant harm, or is likely to do so, action must be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The policy aims to ensure that:

- All students are safe and protected from harm.
- Other elements of provision and policies are in place to enable students to feel safe and for the Learning Academies team to adopt safe practices.
- Staff, students, visitors, volunteers and parents are aware of the expected behaviours' and the legal responsibilities in relation to our students.

This policy document has been written with consideration given to the statutory guidance from the Department for Education, [Keeping Children Safe in Education. \(September 2021\)](#)

[And the Summary: Part One. \(September 2020\)](#)

The January 2021 Updates in regards to the safeguarding implications of Brexit are reflected in our Safer Recruitment Policy. It is a statutory requirement that all Schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children. We believe that this extends to us at Learning Academies.

Our Recruitment Policy details further safeguarding commitments including our procedures in regards to DBS Checks.

### Ethos

Safeguarding at Learning Academies is considered to be everyone's responsibility. All team members should be aware of systems outlined within this policy. Any questions or concerns in regards to the content of this policy should be raised immediately and directly with Learning Academies.

All individuals working and volunteering with Learning Academies are expected to sign to confirm they have read and understood this policy and have access to it for future reference. An e-copy of our safeguarding policy as well as a hard copy of this document is given to all new tutors.

We aim to create a safe environment within which every student has the opportunity to achieve. In line with best practice, we maintain an attitude

## Review Schedule

Last Updated
16/6/15
25/6/15
25/6/16
3/7/2016
3/7/2017
26/7/2017
17/10/17
5/4/18
15/7/2018
14/07/19
14/11/2019
21/12/2020
5/1/2021
3/7/2021
2/9/2021

of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, all members of the Learning Academies team should always act in the interests of the child.

Learning Academies recognises the contribution it can make in ensuring that all students registered or who use our academies, feel that they will be listened to and have appropriate action taken to address any concerns that may arise. We also stay vigilant to potential signs of abuse. We work in partnership with parents and carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need to succeed in life.

### Responsibilities and Expectations

We will:

- Ensure that we operate with full regards to our Safeguarding Policy.
- Ensure that our Safeguarding Policy is made available to parents and carers if requested.
- Ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the students who attend our academies.
- Ensure that all Learning Academies staff have clear procedures for handling allegations of abuse made against members of staff, other adults or children.
- Ensure that there is a Senior Designated Person (SDP) who has lead responsibility for dealing with all safeguarding issues.

The Senior Designated Person is:

Matthew Brakenbury 07957932407. 01206 252152. 0845 6431342. [matthew@learningacademies.co.uk](mailto:matthew@learningacademies.co.uk)

If he is not available the Alternate is:

Sacha Brakenbury 078899 35248. 01206 252152. 0845 6431342. [sacha@learningacademies.co.uk](mailto:sacha@learningacademies.co.uk)

If a concern is raised in regards to either Designated Person then the Senior Tutor is responsible for following the procedures outlined.

It is the responsibility of the SDP to:

- Ensure that all safeguarding issues raised are effectively and immediately responded to, recorded and, if appropriate, referred to the appropriate agency.
- Arrange safeguarding training for all staff and volunteers who work with children and young people in our academies and to ensure that this training is refreshed every three years.

All Child Protection concerns need to be acted upon immediately. If a member of the Academy team is concerned that a child may be at risk or is actually suffering abuse, they should tell the Senior Designated Person immediately. These concerns/observations must be recorded using the Recording form for safeguarding concerns (See Appendix 1 of this policy). Do inform a Senior Designated Safeguarding Lead as soon as possible. This will generally be the DSL at Learning Academies. Additionally, they or you will, if appropriate, immediately inform the **school's** Designated Safeguarding Lead. If a student is accessing tuition in the school in which they are on roll, and or accessing tuition provided/funded for them by the school, then it is essential to ensure that the DSL of both Learning Academies **and** the school are fully aware. The DSL at the student's school is likely to hold additional information and 'context' that could be beneficial to any safeguarding disclosure. If a disclosure takes place on the premises of which a student is on roll tutors should speak to the DSL first and immediately follow this up by a call to the Learning Academies DSL. Guidance on the steps to take during a referral are given below.

All Adults, including the SDP, have a duty to refer all known or suspected cases of abuse to Children's social care or the police.

It is important to note that any team member can refer their concerns to children's social care directly.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Concerns should always lead to help for the child at some point.

At no time should a member of the Learning Academies staff (inc. volunteers) promise confidentiality to a child. They must always act in the interests of the child.

## Recognising Concerns, Signs and Indicators of Abuse

Safeguarding is not just about protecting children from deliberate harm. For our Academy it includes such things as student safety, bullying, racist abuse and harassment and Internet safety etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the Internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.



We have reproduced a series of 7 Factsheets on the different types of abuse. These use the informative and accurate content provided by the NSPCC.

Areas covered in the factsheets:

Factsheet 1: Sexual abuse

Factsheet 2: Emotional abuse

Factsheet 3: Neglect

Factsheet 4: Physical abuse

Factsheet 5: Child trafficking

Factsheet 6: Bullying

Factsheet 7: Female Genital Mutilation

Further information on specific forms of abuse e.g. cyber bullying, forced marriage etc. can be found on the NSPCC website. [www.nspcc.org.uk](http://www.nspcc.org.uk)

The following indicators listed under the categories of abuse are not an exhaustive list.

### Physical Abuse

- This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child.
- It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

### Emotional Abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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 children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behavior or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm.

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Do stay calm and listen carefully.
- Do reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Do let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Do inform a Senior Designated Safeguarding Lead as soon as possible. This will generally be the DSL at Learning

Academies. Additionally, they or you will, if appropriate, immediately inform the **school's** Designated Safeguarding Lead. If a student is accessing tuition in the school in which they are on roll, and or accessing tuition provided/funded for them by the school, then it is essential to ensure that the DSL of both Learning Academies **and** the school are fully aware. The DSL at the student's school is likely to hold additional information and 'context' that could be beneficial to any safeguarding disclosure. If a disclosure takes place on the premises of which a student in on roll tutors should speak to the DSL first and immediately follow this up by a call to the Learning Academies DSL.

- Do make a written record of the allegation, disclosure or incident, in which you must sign, date and record your position. Our Safeguarding Disclosure Form can be found at the back of this policy.
- Do not include your opinion without stating it is your opinion.
- Do refer without delay.
- If in doubt, refer. It's better to be safe than sorry.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young, person you should report your concerns to the SDP.

## Modern Slavery



Modern slavery is a heinous and often hidden crime. It includes slavery, servitude, forced and compulsory labour and human trafficking. The impact can be devastating for the victims. We encourage all members of the Learning Academies team to remain vigilant at all times. One of our Designated Safeguarding Leads is holds a Level 2 Qualification in Raising Awareness of Trafficking and Modern Slavery. Both have completed Awareness training.

In 2016, 3,805 potential victims were identified and referred in the UK. In the year to March 2017 the police in England and Wales recorded 2,255 modern slavery crimes. However, many more crimes and victims go undetected.

Increased awareness and reporting helps law enforcement to tackle the perpetrators of modern slavery as well as protecting victims.

This [modern slavery awareness booklet](#) provides an up-to-date, easy to read resource setting out some of the key facts about modern slavery.

Topics covered include:

- the definition of modern slavery and the prevalent types in the UK
- spotting the signs of modern slavery
- victims and barriers to reporting

To supplement this, Home Office research '[A typology of modern slavery offences in the UK](#)' has broken down the broad categories of modern slavery into 17 distinct types of offences identified in the UK.

Videos

- The Gangmasters and Labour Abuse Authority (GLAA) has produced a range of [videos on how to spot the signs of modern slavery](#), methods used by traffickers to exploit their victims, and victims accounts
- The [Independent Anti Slavery Commissioner \(IASC\)](#) has produced a range of videos by

sector on spotting the signs of modern slavery.

## APPENDIX 1



### SAFEGUARDING INFORMATION/DISCLOSURE FORM

This information is highly sensitive and confidential and must be passed in the strictest confidence to the Senior Designated Person.

When completing the form please use ink and do not use correction fluid. Please bracket or underline any mistakes and place your amendments at the bottom of the page together with your signature.

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**Nature of Concern (please continue on the reverse of this sheet if you need more space).**

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**Time of incident/disclosure:**

**Date:**

**Signed:**

**Position:**

**Signature of witness(es) if present:**