



SAFEGUARDING POLICY

Last Updated: September 2022

The Boury Academy is dedicated to Safeguarding all students, staff and visitors.

The purpose of this policy statement is:

- to protect children and young people who receive The Boury Academy's services from harm.
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to child protection.

This policy applies to anyone working on behalf of The Boury Academy, including senior managers and Directors, paid staff, volunteers, sessional workers, agency staff and students.

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England

A summary of the key legislation is available from [nspcc.org.uk/learning](https://www.nspcc.org.uk/learning)

Supporting documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents.

We believe that:

- Children and young people should never experience abuse of any kind
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- the welfare of children is paramount in all the work we do and in all the decisions we take all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

We will seek to keep children and young people safe by:

- valuing, listening to and respecting them
- appointing a nominated child protection lead for children and young people
- adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff and volunteers
- developing and implementing an effective online safety policy and related procedures
- providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and volunteers know about and follow our policies, procedures and behaviour codes confidently and competently
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made
- recording, storing and using information professionally and securely, in line with data protection legislation and guidance [*more information about this is available from the Information Commissioner's Office: [ico.org.uk/for- organisations](http://ico.org.uk/for-organisations)*]
- making sure that children, young people and their families know where to go for help if they have a concern
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately
- using our procedures to manage any allegations against staff and volunteers appropriately
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise

- ensuring that we have effective complaints and whistleblowing measures in place
- ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

Contact details

Designated Safeguarding Lead

Name: Caroline Boury – Info@thebouryacademy.co.uk
07487309247

If the child is in immediate danger than 999 must be called.

Report immediately must also be made to

Lambeth Children's Services First Response

020 7926 5555 / 020 7926 3100

Lambeth's Designated Officer, Andrew Zachariades,

020 7926 4679 or 07720 828 700

NSPCC Helpline 0808 800 5000

We are committed to reviewing our policy and good practice annually.

- **Appropriate Touch;**Touch is an important part of the human experience, and when used appropriately it helps children to feel safe and reassured by adults. If a student wants to give a teacher a hug, this is ok, as long as the teacher is led by the student. During classes if a Teacher needs to demonstrate on a child - i.e. where the diaphragm is in a singing lesson, this should be done in full view of the rest of the class, with a running explanation commentary of what the teacher is trying to achieve and after first asking the student if they mind.
- **Mobile Phones;**Mobile phones are never an appropriate part of a class for a student. It is our recommendation and preference that students do not have mobile phones at The

Academy for any reasons. If a parent needs to contact a child, they can do this through the Principal during school hours. Teachers should not use personal mobile phones/ipads to record footage of students or take photos, as this leaves the teacher in a vulnerable position. The Principals camera/phone/ipad may be used if requested, and footage remains with the Principal.

- Facebook; **Teachers should never be friends with students on Facebook/Instagram/TIKTOK/ other social media** as this can put both teacher and students in a vulnerable position. Boundaries can become blurred. We also request that you do not befriend parents on social media.

- Safe Environment; Any non-Academy personnel should be challenged on who they are and why they are on the premises. Staff should be made aware of any other events taking place in the venue by the lettings/business manager. Appropriate language and behavior is expected in classes and at break time. Any concerning behaviour should be reported to the Principal. Older students should not be left alone with younger students for any reason, and all students, including older students, must be supervised at all times.

How to respond to a disclosure

Never ask any leading questions, as this can interfere with evidence. Stay calm and impartial, ask open questions and report any disclosures to the Principal who will contact Social Services/Police where appropriate. All disclosures MUST be written down on the day of disclosure and signed by the member of staff.

We have a three step policy in place for disclosures. The Principle will either...

- Speak to the parent/guardian of the child at collection
- Report a mid-level concern to the child's full time school the following morning
- Immediately contact relevant government bodies for assistance.
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Standards of professional behavior and boundaries

If we are to ensure the safety of pupils in our care, then it is important that we have some sense of professional standards that complement the development of a safe environment. Everyone working with TBA needs to demonstrate safe behaviour in order to protect the pupils in their care and also to protect themselves from allegations of misconduct. Pupils will see teachers as role models. The following are common sense examples of how to create a positive culture and climate.

Good Practice

Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets). Never allow yourself to be left alone with a pupil. There may be rare occasions in schools when a confidential interview or a one-to-one meeting is necessary and in such circumstances, the interview should be conducted in a room with an open door or one with visual access. Where this is not possible, the teacher/Principal should ensure that there is another adult nearby.

It is unrealistic and inappropriate for TBA to prohibit physical contact between the teachers and pupils. Touch is very much part of what we do and it is an essential part of the creative interpretation of roles as well as a means of directing movement, encouraging performance and providing comfort and re-assurance. Where physical contact is necessary the teacher should explain the reason. However, teachers must bear in mind that even innocent actions can be misconstrued. It is important for them to be sensitive to a pupil's reaction to physical contact and to act appropriately. No pupil should ever be touched on a part of his/her body or in a way that is indecent. The areas covered by bra and pants in an adult should never be touched except in case of emergency. If there is a reason why you have had to touch a child in these areas, then you should record what you have done and contact the Principle to discuss. Touch must always be related to the needs of the pupil rather than to those of the member of the team.

Treat all pupils equally, and with respect and dignity. TBA will take positive action to eliminate discrimination against any person or group of people. Team members should ensure that pupils are protected from discrimination on any grounds, including ability, and challenge discriminating comments and behaviour. Activities should be designed to include all pupils and to promote positive attitudes towards difference.

Maintaining a safe and appropriate adult distance with pupils (e.g. it is not appropriate for any team members or volunteers to have an intimate relationship with a pupil or to share a room with them during residential events).

Conducting yourself in a manner that sets a good example to the pupils. Be an excellent role model – this includes not drinking alcohol in the company of/whilst responsible for pupils.

Giving enthusiastic and constructive feedback rather than negative criticism.

Securing parental consent in writing if the need arises to administer emergency first aid and/or other medical treatment. First aid given should be recorded in writing and reported to the Principal who should then inform the parent or carer.

Keeping a written record of any injury that occurs, along with the details of any treatment given.

Requesting parental consent in advance if staff are required to transport pupils in their cars, or if a pupil expects to leave TBA without a parent, i.e. to catch a bus.

Always refer any child protection concerns to the Principal. Question any unknown adult who enters the premises and/or who attempts to engage with the pupils.

Bad Practice

Practices never to be sanctioned: These sorts of behaviour's give rise to serious concerns about an individual worker, are deemed as gross misconduct, and should be reported.

Using physical force against a pupil, unless it constitutes reasonable restraint to protect him/her or another person or to protect property. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards.

Engaging in rough, physical or sexually provocative games, including horseplay. Sharing a room with a pupil. Using physical punishment. Engaging in any form of inappropriate touching.

Tolerating a pupil's inappropriate use of language and/or behaviour. This should always be challenged. Sexually suggestive comments to a pupil, even in fun. Sarcasm and bad language. Reducing a pupil to tears as a form of control.

Allowing allegations made by a pupil to go unrecorded or not acted upon. Doing things of a personal nature for pupils that they can do for themselves (e.g. apply sunscreen).

Allowing pupils access to your personal Facebook account or any other 'Social Networking sites' or accessing their sites (for further information please see Appendix 2 'The Internet and Social Networking sites').

Exchanging personal mobile phone numbers with pupils. Inviting, or allowing, pupils to stay with you at your home, or arranging meetings with them away from the school.

Social Media

Personal Facebook and other Social Networking Sites as they appear and develop must never be used by teachers, teaching assistants or helpers to communicate with pupils. Social Networking Sites are precisely that, 'Social'. It is essential that you maintain appropriate boundaries to keep those in your care safe.

Pupils and parents of students who come to TBA will at times ask if they can be a friend of yours on Facebook or other social networking systems and these requests must be politely declined. It might be helpful to remind both parents and students of this at the beginning of each term.

Some might think that this is an overreaction but the reasons for this rule are clear and are as follows:

1. Social Networking Sites are used by children and young people to maintain contact with friends in the same way as they might phone one another, meet and discuss their lives etc.; these are quite rightly things that we as adults do not play a part in. Pupils that you teach are not people that you should be relying on as friends; that would fundamentally change the relationship, and leave pupils and you unsafe.
2. Even if your motives are pure and you think you are acting appropriately, you leave pupils with the view that it is 'okay' to make contact with teachers and other professionals outside the usual school environment. There are some adults who will use the fact that you have breached a boundary with pupils as a way of making their own behavior seem acceptable, and thereby grooming pupils with a view to abusing them. By not sticking with the rule you are potentially contributing to pupils being abused. As soon as you start to communicate with pupils outside the school environment you begin a process that makes them unsafe.

There is then a clear expectation upon you as a teacher that you should not use your own personal email account or Social Networking Sites to communicate with pupils in our care. Teachers should also consider what material they have on their social networking sites that is accessible to all, and not include material that might cause offence or undermine them in their professional role.

Principals and teachers should periodically remind the pupils in our schools that we do not allow contact between pupils and teachers out of the school environment except through telephone contact using the official TBA Contact Number. Pupils need to be reassured that it is in no way a snub if they ask and are declined, and that we do so in order to be clear about the protection of those in our care.

Social Networking Accounts

At present The Boury Academy has an official Facebook, Instagram and a Twitter account and these are used to communicate with the general public about what TBA has to offer. These are the only accounts that are able to post content from The Boury Academy.

What is abuse?

Abuse is a form of maltreatment of a child; somebody may abuse or neglect a child by inflicting harm or by failing to prevent harm. It can take many forms but is usually divided into up to five categories.

Sexual abuse

The involvement or enticing of a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts.

Sexual activities may also include non-contact activities, e.g. involving children in looking at, or in production of abusive images, watching sexual activities or encouraging them to behave in sexually inappropriate ways. This may include use of photographs, films, pictures, cartoons, literature or sound recordings e.g. the internet, books, magazines, audio cassettes, tapes, CD's.

Ultimately it is a corruption of relationship that leaves children damaged and potentially unable to function.

As you are engaged in a professional role with children and young people under 18 years of age you need to be clear that they cannot provide lawful consent to any sexual activity with an adult who is their teacher.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, giving children alcohol and/or inappropriate drugs, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer encourages symptoms that are not genuine, or deliberately causes ill health to a child whom they are looking after.

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health and development. Neglect is by far the most common form of abuse and may involve a parent or carer failing to:

Provide adequate food, shelter and clothing (including exclusion from home or abandonment). Protect a child from physical harm or danger. Meet or respond to a child's basic emotional needs. Ensure adequate supervision including use of adequate caretakers. Ensure adequate access to appropriate medical care or treatment. Ensure that educational needs are met.

Emotional abuse

Is the persistent emotional maltreatment of a child that would adversely affect 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. This may be verbally or via electronic or written communication.

Imposing age or developmentally inappropriate expectations, for example overprotection or limitation of exploration and learning.

Causing children to feel frightened or in danger for example witnessing domestic abuse, seeing or hearing the ill treatment of another.

Exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Bullying

Physical, e.g. hitting, kicking, theft

Emotional, e.g. Name-calling, constant teasing, sarcasm, racist or homophobic taunts, threats, graffiti, gestures, ridiculing, humiliating, ignoring

Sexual, e.g. unwanted physical contact, abusive comments

The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm and suicide).

Teachers need to be aware that cyber bullying, involving the use of mobile phones and the Internet, is increasingly being used.

Signs of abuse

It is important to remember that a child may suffer or be at risk of suffering from one or more types of abuse and that abuse may take place on a single occasion or may occur repeatedly over time. There is no absolute criterion on which to rely when judging what constitutes significant harm. The following indicators are signs and symptoms that teachers might notice, that may be consistent with abuse; but children may exhibit them for other reasons too. For this reason, any concerns about a child must be raised with the Principal at the earliest opportunity.

Sexual abuse

Frequent unexplained abdominal pains discomfort when walking/sitting Inappropriate sexual behaviour or knowledge for the child's age/Promiscuity/Sudden changes in behaviour, including emotional withdrawal or aggression Inappropriate sexually explicit stories or performances

Overeating or anorexia Substance/drug misuse Reports of assault

Physical abuse

Frequent or unexplained bruising, marks or injury Bruises that reflect hand marks or shapes of articles e.g. belts Cigarette burns/ Bite marks/ Flinching when approached or touched/ Unexplained broken or fractured bones/ Scalds/ Fear of parent being contacted

Neglect

Poor hygiene Weight loss/underweight/Inappropriate dress/Unattended physical problems or medical needs/Constantly tired/listless/Poor relationship with parent or carer/Behavioural extremes – aggressive/angry outbursts/ withdrawn or violent behaviour Fear of going home

Emotional abuse

Delays in physical development or progress/Sudden speech disorders/Failure to thrive/Impairment of intellectual, emotional, social or behavioural development Bullying

Stomach aches headaches/Reduced concentration /becoming withdrawn clingy, depressed Tearful, erratic mood swings/A drop in performance at school or standard of play

Action: What to do

If you observe bad practice.....

If you have concerns about a teacher working for TBA who shows signs of bad practice in line with the examples given above, then talk this through with the Principal. Sometimes there are workers that get themselves into difficulty and who then need some help in re-establishing appropriate boundaries with pupils. There are also those who are attempting to create opportunities to abuse. The safe thing is to report concerns and allow others to make a decision about which of these it is.

Even for those experienced in working with child abuse, it is not always easy to recognize a situation where abuse may occur, or has already taken place. Whilst it is accepted that teachers are not experts at such recognition, they do have a responsibility to act if they have any concerns about the behavior of someone (an adult or a child) towards a pupil. All team members have a duty to discuss any concerns they may have about the welfare of a pupil immediately with the Principal.

If a pupil tells you something

When a pupil tells you something or you observe any of the behavior detailed above, it

is important that our actions do not abuse the pupil further or prejudice further enquiries, for example:

Listen to the pupil if they are telling you something. If you are shocked by what is being said, try not to show it. It is OK to observe bruises but not to ask a pupil to remove or adjust their clothing to observe them

If a disclosure is made the pace should be dictated by pupil without them being pressed for detail by being asked such questions as “what did they do next?” or “where did they touch you?”

It is our role to listen not to investigate. Use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?” Try not to press the student or introduce your own hypotheses about what you are being told.

Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”

Do acknowledge how hard it was for them to tell you this. Don’t criticise the alleged perpetrator, this may be someone they love.

Don’t promise confidentiality, reassure the pupil that they have done the right thing, explain that you will have to tell the Principal and why. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

If you see something of concern

Looking through the list of signs of abuse as set out above can lead people to be hypersensitive to the possibility of abuse, but it is important that if you notice something, particularly any changes in line with the signs of abuse, that you take action.

Report to the Principal / Safeguarding lead

After talking with the pupil or noting any concerns this must then be discussed with the Principal as soon as possible and no later than the end of the teaching session. If The Principle is not available and a child is known to be in imminent danger, then you must phone the police and keep trying to contact The Principle

Recording the information

Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Use the Incident/Concern reporting form, which should be signed and dated. A copy should also be emailed to the bouryacademy

Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”). It is important to keep these original notes and pass them to the Principal.

The Aftermath

TBA recognises that pupils who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Being at TBA may be the only stable, secure and predictable element in the lives of children at risk. For this reason, we would encourage teachers to allow pupils who have made disclosures to ‘feel normal’ whilst they are at The Academy

For teachers receiving a disclosure or observing signs of abuse, this can also be a distressing time and you must feel free to discuss your feelings with the Principal

Parents

Parents play an important role in protecting their children from abuse. We are required to consider the safety of the pupil and should a concern arise you must speak to The Principle prior to contacting parents. The reason for this, at this stage, is that it may be that we need to be clear that they are not involved in any potential abuse.

We will work with parents to support the needs of their child.

We aim to help parents understand that TBA, like other schools, has a responsibility for the welfare of all pupils and has a duty to refer appropriate cases to the Police and/or Social Services in the interest of the pupil.

Confidentiality

Teachers have the professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies. If a pupil confides in a member of the team and requests that the information is kept secret, it is important that the team member tells the pupil sensitively that he/she has a responsibility to speak to the Principal for the pupil’s own sake. Within that context, the pupil should however be reassured that the matter will be disclosed only to the people who need to know about it. Team members who receive the information about children and families in the course of their work should have the information only within professional context. Child protection records should be kept securely locked.

Abuse of Position

If you have a concern about a member of staff then it must be immediately reported to the DSL or to a member of the board. This should be submitted in writing no longer than 24 hours after the initial concern.

All allegations where risk of harm to a child made against staff (including volunteers and foster carers) in a position of trust with children whether made about an incident in their personal or work life, need to be referred to the Designated Officer, formerly known as the Local Authority Designated Officer (LADO). Please use the guidance below to make your referral.

1. Discuss your referral with Lambeth's Designated Officer, Andrew Zachariades, on 020 7926 4679 or 07720 828 700
2. Download the Allegations Referral Form
3. Complete the form with as much detail as possible
4. Email the completed form to LADO@lambeth.gov.uk and the Integrated Referral Hub on

helpandprotection@lambeth.gov.uk

An Allegations Referral Form must be filled in for every case where it is alleged that a person working with children has:

- Behaved in a way that has harmed or may have 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 they would pose a risk of harm to children

Agreement

I have read the TBA Protection Policy in full and I agree to uphold the expectations that it places upon me as a professional working with children and young people. I have signed the confidential declaration and accept that if my behavior with pupils falls short of the expectations set out above, or if I have given false information then I will be subject to TBA's disciplinary procedures, and could be dismissed. In addition, I will inform you immediately if there is any change in my circumstances that may affect my ability to work with children and young people, and accept that failure to do so may result in disciplinary procedure

I have read and agree to sign The Boury Academy Child Protection Policy

Name.....

Position.....

DBS Certificate No.....

SIGNED.....

Date.....

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