

## **Safeguarding & Child Protection policy**

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### **Summary**

Woodham Academy has adopted the Durham LA Child Protection policy and procedures for ensuring that the welfare of all children is promoted and that they are protected from harm. The policy is underpinned and shaped by legislation and published guidance. This policy should be read in conjunction with the school Security policy and Department of Education - Keeping children safe in education (April 2014).

<b>Date adopted</b>	July 2010
<b>Review date</b>	Annually
<b>Last reviewed</b>	January 2016

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### **CHILD PROTECTION**

#### **1. Principles:**

Children achieve their maximum potential in an environment which is safe, secure and supportive of their needs. All children and young people are in need of, and have a right to, protection from all harmful influences whether these are illness, disease, accidental injury, or direct abuse. The responsibility to protect children lies first and foremost with their parent(s) or carer(s). However, the whole community has a role to play and we recognise the pivotal role that our school plays working within the community to ensure that our students are protected from harm. Because of the day to day contact with individual students, teachers and other staff in our school are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

The staff of this school will endeavour at all times to provide a safe, happy and stimulating environment where all staff and students feel welcome and part of the school community. All adults working in the school will be vigilant in ensuring that the needs of the children will be met in the areas of child protection issues, specifically physical and emotional abuse, neglect, and sexual abuse. Our school is committed to promoting the welfare of children by working in partnership with parents, the LA and with all relevant agencies in child protection.

The staff and governors are committed to the following principles:-

- ◆ The welfare and well-being of the child is of paramount importance.
- ◆ We respect and value each child as an individual.
- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole school issue, and the responsibility therefore of the entire school community.
- ◆ Our policy works on the premise that abuse takes place in all communities and that schools/colleges are particularly well placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- ◆ Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and the designated safeguarding leads that such information should be promptly passed on to.
- ◆ Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department of Education.
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way and areas of secrecy are discouraged.

## 2. Aims:

This policy and the procedures outlined within it aim to ensure:

- ◆ that we comply with legislation and guidance, and act in the best interests of the child at all times
- ◆ that a thorough and co-ordinated response is made to all children where there are concerns about their welfare
- ◆ that services are provided to meet the needs of children and their carers where necessary
- ◆ that our response helps to prevent any further abuse.

## 3. Definitions:

Definition of 'safeguarding'

'Keeping children safe in education', DfE, 2015, defines safeguarding and promoting the welfare of children as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grown up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes every one under the age of 18'.

Safeguarding within this school

- ◆ Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provided help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children working with social care, the police and health services both to promote the welfare of children and protect them from harm.
- ◆ Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly this policy links with many other related policies in school:
  - School Behaviour policy
  - Whole-school Anti-bullying policy, including cyber-bullying
  - Health and Safety policy
  - Medication in school/First Aid policies
  - Intimate care policy
  - School visits including risk-assessments
  - ICT/e-safety
  - SEN/LAC
  - Equal Opportunities

### Definitions of Abuse:

The categories of abuse are defined in *Working Together to Safeguard Children*, Paragraphs 1.30 – 1.33, as follows:

**Physical Abuse:** Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**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 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, 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.

**Sexual Abuse:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**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)
- ◆ Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **4. Entitlements and responsibilities**

##### **4.1 The Role of all School Staff**

**All school staff have an entitlement to:**

- ◆ A range of training opportunities on child protection matters.
- ◆ Advice, guidance, information and support from the LA in relation to individual cases and whole school issues, as appropriate.
- ◆ An agreed child protection policy framework established by Governors.
- ◆ Appropriate procedures in line with LSCB procedures.
- ◆ Guidance about child protection management and development from relevant agencies, including the LA.
- ◆ Guidance about the LA Policy on the Use of Restrictive Physical Interventions and the recording of incidents.
- ◆ Support from LA for staff subject to allegations.

**All school staff have responsibility for:**

- ◆ Providing a safe, secure and supportive learning environment for children and young people
- ◆ Respecting and valuing children as individuals
- ◆ Recognising and addressing the individual needs of children
- ◆ Acting as positive role models for parents and children
- ◆ Protecting children from abuse
- ◆ Identifying children who may be at risk of being abused
- ◆ Implementing and working within the framework of the school policy on child protection
- ◆ Working towards an ethos in school where children feel they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose
- ◆ Making referrals to the Designated Teacher(s) within the school without any unnecessary delay in accordance with LSCB procedures
- ◆ Listening to children and responding in an appropriate way
- ◆ Managing and supporting abused children
- ◆ Working with the Headteacher and governors in creating a 'safe' school
- ◆ Working in partnership with other agencies and the LA
- ◆ Implementing and working within guidelines of Prevent strategy
- ◆ To report any concerns/worries of those at risk of CSE

## 4.2 The Role of the Designated Teacher

### The Designated Teacher has an entitlement to:

- ◆ Appropriate support from the Headteacher and Governors and other staff in child protection issues.
- ◆ Appropriate regular training to enable him/her to be aware of current child protection issues.
- ◆ Access to support from other agencies e.g. Durham Children and Young People's Services (DCYPS) involved in child protection issues.
- ◆ A policy framework for management of and guidance of child protection issues in school.
- ◆ An understanding that partners will all carry out their role in line with LSCB procedures.

### The Designated Teacher has responsibility for:

- ◆ Being fully conversant with the Local Safeguarding Children Board (LSCB) Child Protection/Safeguarding Procedures.
- ◆ Enacting those procedures when cases of abuse are reported.
- ◆ Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they remain alert to those responsibilities.
- ◆ Liaising with DCYPS and other agencies in individual cases, and on general issues in connection with child protection.
- ◆ Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse.
- ◆ Being responsible for ensuring that relevant staff training takes place including the induction of new staff and that he/she is trained appropriately for the role of designated teacher.
- ◆ Ensuring that the school is represented when appropriate at child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of report completion, sharing and deadlines.
- ◆ Attending strategy meetings where appropriate.
- ◆ In conjunction with the Headteacher, ensuring that those arrangements emanating from the child protection conference which relate to the school are carried out fully.
- ◆ Ensuring that information on individual cases is passed to people who 'need to know', but that it is passed only to those people.
- ◆ Ensuring that appropriate records are kept securely.
- ◆ Working with the Headteacher or other curriculum leaders on areas where there may be input on child protection/safeguarding into curriculum areas.
- ◆ Supporting any staff involved in reporting child abuse cases.
- ◆ Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged.
- ◆ Liaising with the Headteacher on monitoring and reviewing the policy.
- ◆ Sending a copy to Pupil Services Officer (Child Protection) of all referrals made to Social Care Direct.
- ◆ Forwarding written details of cases to First Contact
- ◆ Leading Prevent Strategy in school

## 4.3 The Role of the Headteacher

### The Headteacher has an entitlement to:

- ◆ Support from governors, staff and the Local Authority (LA) and other partners in child protection in relation to child protection matters.
- ◆ A policy framework for management of child protection from Governors.
- ◆ Training/advice/information/support from the LA and other agencies on child protection matters.
- ◆ Access to consultation from DCYPS.
- ◆ All partners in child protection will carry out their role as prescribed by the LSCB procedures.
- ◆ Effective communication and information channels from Police, DCYPS, and other partner agencies.

### The Headteacher has responsibility for:

- ◆ Protecting children from abuse.
- ◆ The effective day to day management of child protection in accordance with LSCB procedures.

- ◆ Ensuring that there is a designated child protection teacher at an appropriate senior level, who is in a position to liaise with DCYPS and Police as appropriate.
- ◆ Disciplinary issues relating to staff (including suspension where appropriate) and conducting internal investigations.
- ◆ Providing a clear lead and sense of direction to the school on child protection matters.
- ◆ Ensuring that the policy framework agreed with Governors is implemented.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in Para. 7.6.4 of the LSCB Procedures
- ◆ Informing governors of suspensions of staff where allegations against staff have been made.
- ◆ Recognising and identifying the individual needs of children.
- ◆ Giving privacy, support and information to abused children.
- ◆ Creating an ethos in school where children know that they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- ◆ Working with Governors and staff towards creating a 'safe' school.
- ◆ Ensuring all staff receive appropriate Child Protection training and that the Designated Teacher receives specialist training.
- ◆ Ensuring that the school Child Protection policy is communicated to staff and parents and volunteers.
- ◆ Safe and secure recruitment policy and practice which reflects child protection issues.
- ◆ Maintaining an up-to-date "Safeguarding File"
- ◆ Ensuring compliance with the LA Policy and school policy on the use of reasonable force policy.

#### **4.4 The Role of Governors:**

##### **The Governors have an entitlement to:**

- ◆ Support/training/guidance/information from the LA regarding child protection matters, at a level appropriate to Governors.
- ◆ To be informed that a member of staff has been suspended.

##### **The Governors have responsibility for:**

- ◆ The Governor with CP Responsibility ([Lizzie Stephen](#)) will comply with training as detailed in Para 7.6.4 of the LSCB Procedures.
- ◆ Protecting children from abuse.
- ◆ Ensuring that staff/pupil anonymity is safeguarded in all their procedures.
- ◆ Ensuring that LA guidelines and LSCB procedures are followed where allegations are made against the school's Head Teacher.
- ◆ Providing the policy framework within which the school staff will manage child protection matters.
- ◆ Ensuring that child protection implications are considered when recruiting and selecting school staff.
- ◆ Ensuring that there is a risk assessment made of the school premises, which has regard to Child Protection/Safeguarding matters.
- ◆ That policy review and monitoring arrangements are defined and implemented.
- ◆ The allocation of appropriate resources for the Head Teacher and staff to manage child protection appropriately.
- ◆ Ensuring an appropriate training programme is supported and followed in school.
- ◆ Ensuring disciplinary action is taken against staff where necessary.
- ◆ Ensuring appropriate procedures are in place and that these follow LSCB procedures.
- ◆ Managing procedures in the case on an allegation against the Headteacher.
- ◆ Supporting the Head Teacher in relation to child protection matters.
- ◆ Working with the Head Teacher and staff towards creating a safe school.

## **5. Procedures:**

### **5.1 Safe Recruitment and Selection Procedures**

#### ***Refer to LSCB Procedures Section 7.6***

- ◆ Our school will comply with the requirements outlined on the LSCB website 'Key Safeguarding Employment Standards' and in the LSCB Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping children safe in education' 2015, Part 3.

- ◆ Our school will refer to its responsibilities regarding Safeguarding and Child Protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in Keeping Children Safe in Education 2015 has specific details of the role of the designated safeguarding lead.
- ◆ Our school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in Keeping children safe in education, 2015.
- ◆ The level of DBS and other checks required will depend on the role and duties of the applicant. Most staff will be in 'regulated activity' (see page 25 of Keeping Children Safe in Education 2015) thus most appointments will require an enhanced DBS check with barred list information.
- ◆ Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors must be aware of the Durham County Council Confidential Reporting Code arrangements.
- ◆ Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff, especially those not available via any Durham County Council lists.
- ◆ Peripatetic staff – assurance that police checks have been carried out will be obtained before deploying peripatetic staff in the school.
- ◆ Trainee teachers – assurance that police checks have been carried out by the Initial Teacher Training provider will be obtained before trainee teachers are permitted to take up teaching placements within the school.
- ◆ Our school will undertake police checks on regular volunteers working in the school with children. This is good child care practice even though it may create tensions.
- ◆ Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- ◆ In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- ◆ Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- ◆ Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- ◆ Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.

Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.

## **5.2 *Visitors to the school***

### **5.2.1 Visitors**

The identity of anyone visiting the school as part of their work must be checked on each visit as everyone visiting should carry identity. Any school staff who are not provided with this, or are not satisfied with what is provided should contact the person's organisation before allowing them access.

Every person visiting the school should record the visit in the visitor system on every occasion.

It is not necessary to obtain a CRB disclosure for visitors who will only have contact with children on an ad hoc or irregular basis for short periods of time, or when secondary pupils undertake voluntary work or work experience in other schools. However, the school will ensure that visitors sign in and out and are escorted while on the premises by a member of staff or an appropriately vetted volunteer.

### 5.2.2 Contractors

Children should not be allowed in areas where builders are working for health and safety reasons, so these workers should have no contact with children. However the school should ensure that arrangements are in place for contractors, via the contract where possible, to make sure that any of the contractors staff that come into contact with children, undergo appropriate checks.

## 5.3 Procedures - Concerns and Disclosures

### 5.3.1 Concerns

If at any time a member of staff has any doubts about the physical, psychological, sexual or emotional well being of a child, and feels that the child might be in danger, then that member of staff should:

- ◆ Keep any original notes made – date and sign these, and ensure that they are also passed to the Designated Child Protection teacher
- ◆ Immediately discuss this with the Designated Child Protection teacher.
- ◆ Record these concerns on the school Concern Form—a pink A4 sheet kept in Student Support.
- ◆ The Concern Form should be signed and dated before being passed to the Designated Child Protection teacher in a sealed envelope—either directly, or using his/her pigeon hole in Mrs Buck’s office.
- ◆ Should the Designated Child Protection teacher be absent, the concerns should be raised with a trained member of the Leadership Team, who will be able to advise further, thus avoiding unnecessary delay.

### 5.3.2 Listening to Children and Receiving Disclosures

- ◆ All staff (teaching and support) will be trained to know how to respond if a child makes a partial or full disclosure of abuse. **This is recorded centrally.**
- ◆ All staff will make themselves available, give time to children and provide opportunities for children to talk.
- ◆ All staff will be clear that they are not responsible for investigating abuse - but that their role is to listen and then pass on the information to the Designated Teacher, in line with procedures.
- ◆ Staff receiving a disclosure will not be able to promise confidentiality but will explain that what the child has said will mean that they will have to refer to people who deal with these matters.
- ◆ Staff will ensure that children who want to disclose sensitive information can do so where their conversation cannot be overheard by other children.

#### Thus:

- (i) the child should be allowed to make the disclosure at his/her own pace and in his/her own way.
- (ii) the member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) should not probe for any information that the child does not volunteer.

**If a member of staff receives a disclosure from a child, they should immediately make a record of the nature of the disclosure, ensuring that their notes are as accurate and as true a reflection of what was said as possible. Due attention should also be given to the demeanour of the child. These should be then passed to the Designated teacher as outlined below in Section 5.3.3.**

### 5.3.3 Managing Investigations

On having concerns about a child protection issue, or receiving a disclosure a member of staff will:

- ◆ Inform the Designated Teacher, who should in turn report immediately to First Contact.
- ◆ Complete a Concern Form – giving as much detail as possible, including observations on the child’s demeanour. The Concern Form should be signed and dated before being passed to the Designated Teacher.
- ◆ Make available all handwritten notes duly signed and dated, which record as accurately as possible what the child said, when, and where.

- ◆ Make available any written evidence from the child - stories, drawings, etc.
- ◆ If appropriate, use a body outline sheet to indicate the location of any bruising or marks
- ◆ Give reassurance to the child
- ◆ Treat all information with discretion and confidentiality.
- ◆ Monitor the child for further concerns/signs.

The Designated Teacher may ask other staff if they have concerns to share, and ask them to monitor a particular situation to provide additional information. The Designated Teacher will ensure that appropriate Student Support staff are aware on a need to know basis.

The Designated Teacher will inform the member of staff if a referral is made to First Contact, and, if possible, of any further development, however this will be on a need to know basis rather than as a matter of course.

- ◆ Parents will NOT automatically be contacted. School staff will **not** make enquiries of parents or carers once they consider that a child may be at risk of harm (i.e. the school will not investigate).
- ◆ On referring a disclosure to First Contact the Designated Teacher should record the name of the person who took the referral and arrange when to expect feedback.
- ◆ Precise details of the referral will be formally recorded in school and copies of correspondence kept securely and separately from the child's individual file/records. The individual file/record will be marked to show the existence of the referral file.
- ◆ Should the child need immediate medical attention school staff will accompany the child to the Accident and Emergency Department of hospital. First Contact will be informed immediately about a child being taken to hospital regarding a Child Protection matter, to ensure that the appropriate Paediatrician sees the child. The Director of Children and Young People's Services will also be informed and in this case parents will be notified of the action.
- ◆ Staff will not interview the child concerned, nor other children, nor other staff, especially in the case of allegations against a member of staff.

Once the Strategy Meeting has taken place future action will become clearer, but the school should make the Social Worker aware of the school's needs regarding talking to parents, e.g. when the child is taken to school the following day.

#### **5.3.4 Referral Procedures**

Having received a disclosure or information that a child may be at risk of harm, staff will immediately report the matter to the Designated Teacher or in their absence, to a trained member of the Leadership Team. The reporting should not be delayed – if it is not possible to report to the Designated Teacher or another trained member of the Leadership Team, advice may be sought immediately from another source e.g. Pupil Services Officer (Child Protection) and/or First Contact.

When making a referral to First Contact, staff will follow the procedure set out in **Section 3.5** of the LSCB procedures.

See [www.durham-lscb.org.uk/procedures/procedures.shtml](http://www.durham-lscb.org.uk/procedures/procedures.shtml)

The phone number for **First Contact** is **03000 267979**.

Fax number is 0191 383 5752

Text message is 07786 027280

If the situation is an emergency and staff are unable to contact First Contact they will phone the Police on **0345 60 60 365** and ask to speak to someone in the **Vulnerability Team, Child Protection Unit**.

Discussions with First Contact will be followed up in writing. Discussions of concern or specific referrals will be followed up in writing, using the format of the Early Help Assessment.

The information will be sent via secure e-mail to First Contact, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a gx account. A copy is kept on the child's concern file.

If a member of staff feels that the Designated Teacher/Head Teacher is not taking the concerns seriously enough, then it is appropriate for him/her to consult with the Local Authority Designated Officer and/or to make a direct referral to First Contact 03000 267979.



### 5.3.5 Confidentiality Issues

#### Refer to LSCB Procedures Section 1.6

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

If a child confides in a member of staff and requests that the information be kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer situations where they think that the child may be at risk of harm to the appropriate agencies. However, it is important to reassure the child that only those people who need to know will be told.

There is a delicate balance to be kept between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should be divulged on a 'need to know' basis only.

- ◆ Care will be taken to ensure that information is only given to the appropriate person.
- ◆ All people working within a school will be aware of the confidential nature of personal information about a student and the means of maintaining that confidentiality.
- ◆ Personal information about a student's family will be regarded as confidential.
- ◆ Any disclosure by a pupil should be led by the pupil at her/his pace, without pressure for detail from the teacher.
- ◆ If abuse is suspected, information will be given only to strictly relevant people such as the Head or Designated Senior Member of Staff.
- ◆ Other members of staff need to know only enough to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.
- ◆ The teacher to whom the disclosure is made may need to decide on some person from whom they might get support. This can be done without divulging details about the pupil - and even without naming the pupil.

The pupil, depending on his/her age, will be kept informed of who knows, and what they know, at all stages of the procedure

### 5.3.6 Monitoring of Children Perceived as being at Risk

The school will monitor the appearance and behaviour of children who are felt to be potentially at risk.

Staff will make a record of any concerns about:

- ◆ Marks on a child's body.
- ◆ Unusual/different behaviour (including academic functioning).
- ◆ Mood changes.
- ◆ Puzzling statements or stories from the child.
- ◆ Information from others.
- ◆ Changes in behaviour.
- ◆ Health.
- ◆ Response to PE/sport.
- ◆ Home/family changes.
- ◆ Patterns of attendance.
- ◆ Parental interest and comments.
- ◆ Change in general demeanour and appearance.

Any such recorded information will be kept in a lockable filing cabinet by the Designated Teacher, who will have responsibility for deciding what action is necessary.

## 6. Parental Involvement and Communication with Parents

### If a child makes a disclosure to a member of the school staff:

- ◆ The staff and / or the Head Teacher will **NOT** take it upon themselves automatically to contact parents.

- ◆ Following a referral to First Contact, and once the Strategy Meeting has taken place, future action will become clearer, but the Social Worker will be made aware of the school's needs regarding talking to parents, e.g. when the child is taken to school the following day.
- ◆ Where children are taken to hospital by school staff, parents will need to be informed.

#### **Where parents report a case of abuse:**

- ◆ The member of staff will note down what is said and report it immediately to the Designated Teacher. No attempt will be made to investigate, and questions will merely seek greater clarification to what is reported. Written and dated records of volunteered information will be kept.
- ◆ Parents may need to be informed that once referred to First Contact, the school will be unable to give "progress reports" on the proceedings other than to explain the procedure.

#### **Where parents or other agencies report concerns that could potentially lead to a Child Protection issue, the school can make a Child in Need referral to First Contact who will then advise further.**

#### **Informing parents about policy and practice:**

- ◆ The school will inform parents that it is committed to the welfare and protection of all children in its care.
- ◆ A statement about the child protection policy appears in the school's brochure, in terms of the policy being there to help children, and as part of the overall school approach to safety.
- ◆ The school will inform parents that there may be occasions when staff have to contact other agencies, before contacting parents and, on some occasions, without contacting them.
- ◆ The school accepts that this can obviously create tensions in the relationship between home and school, especially if this has previously been a positive working relationship.

### **7. Child Protection Conferences**

#### **Refer to LSCB Procedures – Section 4**

- ◆ The person attending the conference needs to be knowledgeable about the child. The school will decide who is the most appropriate person to attend - Class Teacher, Head Teacher, Head of Year, Child Protection Designated Teacher.
- ◆ He/she needs to be able to commit the school to continue the work and resources involved in monitoring the child's welfare.

#### Reports to the child protection conference will:

- ◆ Be prepared in time to allow the report to be shared with parents 2 days before the conference.
- ◆ Demonstrate that the school has fulfilled its duties in terms of monitoring and recording.
- ◆ Contain objective facts about incidents and evidence and not reflect personal opinion.
- ◆ Refer to all aspects of the child's education, noting specific changes, or areas where the child's attitudes, concentration differ from the norm.
- ◆ Give details of how the school has worked and might continue to work with the child and his/her family.

When writing the report, staff will be aware that they are to share their reports with the parents, and with the child where age-appropriate. It is acknowledged that at times this may create tensions between school and the child's parents, but is nevertheless in line with LSCB procedures. Should there be areas which the report covers which are confidential, then the Designated Teacher should contact the Child Protection Conference Co-ordinator to discuss the matter.

Staff attending child protection conferences should be made aware -

- ◆ Of the procedures of the conference and the roles of the various partners.

- ◆ Of the fact that there may well be tensions between the various partners - including the school.
- ◆ That they will need to be knowledgeable about the child, and thus that they can contribute fully to the discussion, making decisions regarding the need for registration and determining a child protection plan.
- ◆ That they will have responsibility in agreeing to participate further in safeguarding the child, and to the level of that participation. **(Refer to LSCB procedures – Section 5.3).**

## 8. Recording and Record Keeping

- ◆ All concerns, no matter how insignificant they may seem at the time, will be recorded and conveyed to the Designated Teacher.
- ◆ Any member of staff receiving a disclosure of abuse, or noticing signs or symptoms of abuse in a child will make notes as soon as possible (preferably immediately, but in any case within the hour), writing down, as exactly as possible, what was said or seen, putting the scene into context and giving the time and location. This record will be signed and dated by the member of staff and given to the Designated Teacher or another trained member of the Leadership Team. However, reporting the matter to Social Care Direct should not be delayed. Speaking to Social Care Direct should take priority.
- ◆ All hand written notes will be kept, even if subsequently typed up or subsumed with a more formal report.
- ◆ The child will be told that information is being recorded.
- ◆ All records of a child protection nature will be handed to the Designated Teacher, and stored securely; separately from the child's other school records. His/her school record may show an indication that the separate file exists, but not its contents.
- ◆ Access to Child Protection records will be on a 'need to know' basis.
- ◆ When a child, whose name is on the Child Protection Register, leaves the school the Designated Teacher will inform the new school immediately and arrange handover of confidential information separately from other records.
- ◆ When a child transfers to another school while the school has serious concerns about the child's welfare, the receiving school will be informed immediately and any written records will follow as above.
- ◆ When sharing information on children and young people consult LSCB 'information sharing'

Our school takes care to ensure that information about a child is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

In addition school records on all children will be regularly updated to ensure accuracy about

- ◆ Who has parental responsibility.
- ◆ Any court orders which may be in force.
- ◆ Any children on the child protection register.
- ◆ The child's name at birth and any subsequent name changes.
- ◆ Any other changes in home circumstances.

## 9. Use of Force to Control or Restrain Pupils

- ◆ Guidance on the use of force to control or restrain pupils is contained in DfEE Circular 10/98 and school has taken account of this document and advice from the Local Authority to devise its own policy to guide staff on these matters.
- ◆ Our school Policy on the use of reasonable force gives guidance on:
  - when staff may use physical control
  - who is allowed to use physical control
  - what forms that force may take in particular circumstances
  - what forms of physical control are not acceptable
  - recording of incidents where physical control has been used
- ◆ The Policy also makes it clear that corporal punishment is **NOT** allowed.

## 10. Physical contact with students - other than to Control or Restrain

Physical contact with students may occur in providing physical prompts, giving support in PE, and at times in supplying reassurance. Support of emotionally distressed or physically injured children often involves some physical contact. Physical contact with students should always be within the boundaries of the law and within the reasonable expected practice of a teaching professional. Staff should therefore be aware that **any** physical contact with a child could potentially be misconstrued by the child, colleagues or other observers. Contact should therefore be the minimum necessary to comfort and reassure the child. *Please note: If staff believe their actions may have been misconstrued they should report it immediately to the Designated Child Protection teacher, or in his absence, another member of the Leadership Team. Staff should make detailed notes of the circumstances, the time and date. Staff should keep a copy of their notes, and ensure that the Designated Child Protection teacher has received a copy.*

## 11. Searching Children

- ◆ The school has guidelines on the conduct of searches e.g. when items go missing.

The school will always seek permission from the student before any search. Members of staff will not undertake searches on their own. In certain circumstances our school may wish to consider if it would invite parents in to help discover lost items. Detailed guidance is contained within Annex D of this policy.

- ◆ The Government, as part of its measures both to reduce violent crime and to maintain safety in schools, has published guidance on the random screening of pupils for weapons, and the power to search pupils suspected of carrying one. The law enabling searches without consent and on suspicion came into force on 31 May 2007. Our school will follow this guidance.

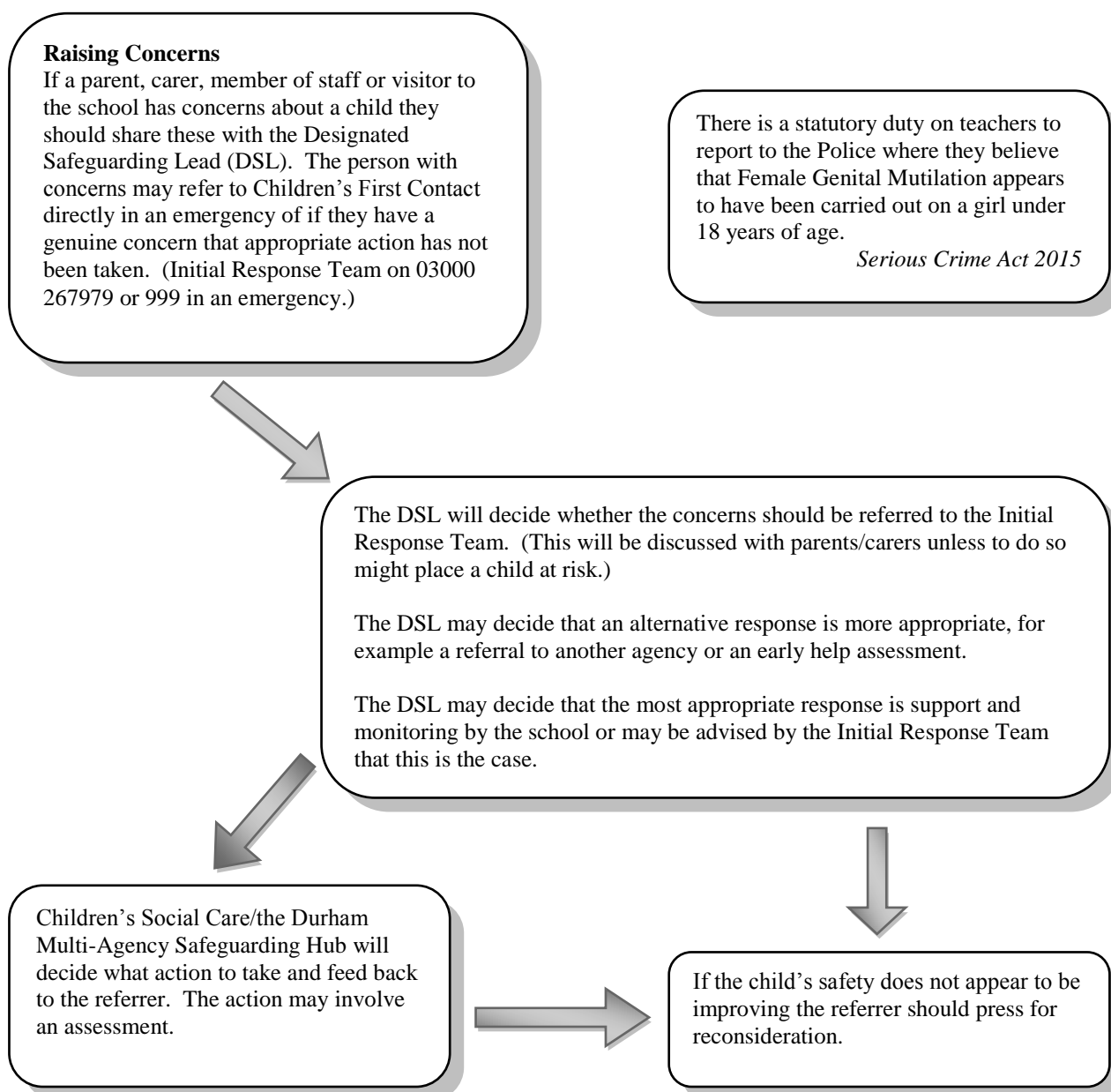
See: [www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity](http://www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity)

## 12. Allegations against Staff

- ◆ Please note that there is a distinction between
  - a) a concern about the quality of an aspect of school provision;
  - b) a complaint; or
  - c) an allegation against an adult working with children
- ◆ In the case of an allegation, it may relate to somebody working with children who 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; or
  - behaved in a way that indicates they may pose a risk of harm to children  
(*Working Together to Safeguard Children*, March 2015, HM Government, p54)
- ◆ Concerns and complaints should be directed to the appropriate member of staff following the school's Complaints Procedure
- ◆ In cases of allegations against the Headteacher, the matter should be raised with the Chair of the Governing Body, or the Designated Officer of the Local Authority
- ◆ The table below summarises the situation:

<b>Nature of Complaint</b>	<b>Contact</b>
General School Complaints	Headteacher or other relevant member of School Leadership Team
Allegations against staff (not a complaint) (excluding the Headteacher)	Headteacher or Designated Safeguarding Lead
Allegations against the Headteacher	Local Authority Designated Officer and/or the Chair of Governing Body
Allegations about the regime of the school/Governors	Local Authority Designated Officer and/or Ofsted

- ◆ The following flowchart illustrates what action should be taken when there are concerns about a child



- ◆ **Refer to LSCB procedures, section 6.224 and Appendix 5 of those procedures and Part 4 of Keeping children safe in education 2015**

- ◆ Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.
- ◆ On receiving an allegation, the Headteacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Head Teacher will not start to investigate.**
- ◆ **Allegations regarding the Head Teacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Head Teacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.**

**Local Authority Designated Officer (LADO)**  
**Sharon Lewis 03000 261872**

**First Contact Service**  
**03000 267979**

- ◆ Investigations will be carried out by the appropriate agencies.
- ◆ In dealing with any allegation the Head Teacher and governors need to balance:

The seriousness of the allegation.  
The risk of harm to pupils.  
Possible contamination of evidence.  
The welfare of the person concerned.

- ◆ Suspension of the member of staff will be considered

(a) if there are any grounds for doubt as to the suitability of the employee to continue to work  
(b) where suspension may assist in the completion of an investigation.

- ◆ Suspension will be carried out in line with LA guidelines. The Headteacher will liaise with the LA Human Relations Department for guidance.
- ◆ During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.
- ◆ A disciplinary investigation will be carried out.
- ◆ Detailed records will be kept by all parties involved.
- ◆ Where recommendations are made to school regarding the outcome of a Child Protection investigation the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.
- ◆ The following definitions are now used when determining the outcome of allegation investigations:

**Substantiated:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

### 13. Prevent Duty

The school has 'due regard to the need to prevent people from being drawn into terrorism' as per the Counter Terrorism and Security Act 2015.

- ◆ Staff are trained on being able to identify children who may be vulnerable to radicalisation
- ◆ Appropriate safeguarding procedures are in place with regard to IT and social media to reduce the risk of access to harmful material.
- ◆ Through curriculum, assemblies and a variety of enrichment activities to build pupils resilience to radicalisation.
- ◆ Staff are aware to make a referral of any concerns that a student is being radicalised through the normal safeguarding procedures.
- ◆ Designated Child Protection lead has received training on the Prevent strategy and is aware of how to make a referral to the Channel programme if considered necessary.

The Prevent Team

Sgt. Jane Freeman and Sgt. Steve Holden 0191 375 2234

HQ special branch@durham.pnn.go.uk

### 14. Child Sexual Exploitation

- ◆ Definition used in Keeping Children Safe in Education 2015. This makes it clear that this is where there is an imbalance of power in a relationship.

- ◆ Staff are trained to be aware of young people who may be at risk of CSE.
- ◆ All staff, including those who work on attendance, have been made aware of close monitoring of those that we believe may be of concern.
- ◆ Staff are made aware of CSE matrix.
- ◆ Staff are aware of Information Sharing report on Suspected Sexual Exploitation.

## 15. Female Genital Mutilation

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2013), abusive and has varied long-lasting consequences for the young girl. If adults working with girls suspect that one might be at risk it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

The safeguarding lead will now report any verbally disclosed cases of FGM to the police. (Serious Crime Act October 2015)

The Home Office has produced some free, informative, on-line training that designated leads might wish to access: Virtual college e-learning: Recognising and Preventing FGM.

If a teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.

## 16. Risk Assessment

- ◆ A risk assessment of our school will be carried out to identify areas and situations of high, medium and low risk to danger.
- ◆ In the case of child protection this might identify areas where supervision is difficult, where unauthorised visitors may access the school site, and times when children may be more vulnerable.
- ◆ Risk assessment might also consider identifying areas where staff may become vulnerable to allegation - being alone with children, specific isolated areas of the building/campus.
- ◆ Our school will identify its response to the risk assessment areas identified as requiring attention especially for child protection issues. This will include:
  - ◆ physical safety aspects
  - ◆ personal safety aspects with the objective of:
    - ◆ creating an environment where students feel able to discuss concerns
    - ◆ becoming a 'telling' school,
    - ◆ creating an environment where there is respect and care demonstrated to others,
    - ◆ helping students to feel able to ask for help when they need it.

## 17. Training

The school is committed to ensuring that all staff have up to date training at an appropriate level. All staff have undergone the Child Protection training every 3 years. New staff joining the school are provided with a briefing document outlining procedures and a training session led by Designated Child Protection Lead. Training is regularly made available as part of the Professional Development cycle. All members of the Leadership Group are trained as Designated Teachers.

## 18. Policy monitoring and review

**This policy will be reviewed annually. Its effectiveness and implementation will be monitored by the Head of Student Support and the Headteacher. Any failing of the policy will be reported through the Leadership Group to the Governors.**

**This policy will next be reviewed in September 2016.**

## **Annex A**

### **Signs and Symptoms of Abuse**

The following is a list of signs and symptoms which may give cause for concern about a child's welfare. It is not exhaustive.

Our school staff are familiar with these and will discuss with the Designated Teacher any child who appears to be affected by any of these signs and symptoms.

#### ***Common characteristics of abuse situations.***

Certain characteristics have been frequently noted in child abuse situations and whereas child abuse can occur in any situation, a high concentration of these should raise awareness regarding possible risk. These include:

- parental history of deprivation/abuse/rejection
- history of unstable and damaging adult relationships
- history of drugs, alcohol or substance abuse
- history of mental illness
- violence, in or out of the home, including self harm
- socially isolated
- previous concerns about the care of this, or any other child
- bonding impeded
- expectation that the child will meet parents' needs
- perception of the child as 'difficult', or blaming the child
- jealousy and rivalry in relation to the child
- unusual possessiveness towards a child, evidence of a 'special' relationship
- not allowing the child to mix normally with peers
- delay in seeking treatment for child
- conflicting explanations or no explanations for injuries
- inappropriate response to a child's condition
- resistance to professional intervention by way of overt hostility or passive lack of co-operation
- lies and deceit in dealings with professionals
- blocking access to the child
- reluctance of child to undress in certain situations (e.g. School P.E.).



### *Some Possible Signs of Physical Abuse*

- bruises and scratches to face and head
- torn upper lip frenulum
- fingertip bruising on front and back of chest (gripping)
- finger or hand marks on any part of the body
- bite marks on either neck, arms or legs
- cigarette burns
- linear or shaped burns or bruises (e.g. iron/radiator)
- non 'cascade' scalds
- head injury (may be no outward sign of injury)
- poisoning
- untreated injuries
- bald patches
- frozen watchfulness
- fearful
- withdrawn
- withdrawal from physical contact
- flinching at sudden movements
- fear of returning home
- fear of medical help
- chronic running away
- aggressive behaviour
- delay in seeking advice/treatment
- lack of adequate explanation for injuries
- injuries of different ages
- lack of concern by parent/carer
- arms/legs covered in hot weather
- avoidance of situations where arms or legs would need to be uncovered e.g. PE
- admission of punishment which appears excessive

### *Some Possible Signs of Neglect*

- unkempt appearance, poor personal hygiene
- poor skin condition
- drop through growth/weight percentiles
- small stature (where not familial)
- repeated accidents
- accidental self-poisoning
- pot belly
- dry sparse hair
- swelling of hands
- extremities - pink, mottled, cold
- emaciation
- low self-esteem
- withdrawn or attention seeking
- frequent lateness/non-attendance at school
- destructive tendencies
- neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- chronic running away
- compulsive stealing
- scavenging of food and clothes
- always hungry
- constant tiredness
- untreated medical problems
- no social relationships
- lack of supervision/boundaries

### *Some Possible Signs of Emotional Abuse*

- physical, mental or emotional development delay
- mental or emotional disturbance
- speech disorder
- enuresis/encopresis (bedwetting/soiling)
- fear of new situations
- inappropriate emotional responses to stressful situations
- fear of parents being contacted
- over-reaction to mistakes
- neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- extremes of passivity or aggression
- compulsive stealing
- scavenging food or clothes
- chronic running away
- admission of punishment which seems excessive
- self-mutilation
- drug or solvent abuse

### *Some Possible Signs of Sexual Abuse*

There are no physical signs in the majority of cases. If there is a disclosure, always treat what the child says seriously.

- soreness or bleeding or injury to genital or anal region
- vaginal discharge - vaginal warts
- enuresis (bedwetting) particularly when previously dry
- encopresis (soiling)
- sexually transmitted disease
- persistent headache and/or abdominal pain without obvious cause
- depressed
- anxious
- gender identity difficulties
- withdrawn and unhappy or insecure and 'clingy'
- promiscuous
- affection-seeking
- poor academic performance – truancy
- sleep disturbances – nightmares
- sexualised play
- inappropriate/explicit sexual knowledge/behaviour for age
- inappropriate masturbation - exposing themselves
- running away
- obsessive washing
- fear of a particular person/place
- say of themselves that they are bad or wicked
- poor concentration
- pregnancy
- anorexia
- attempted suicide/self-mutilation
- alcohol/drug/solvent or other substance abuse
- criminal offences
- prostitution
- unexplained large sums of money/gifts
- produce drawings of sex organs

**Annex B – School Concern Form**

**CHILD PROTECTION**

**Concern Form**

Student \_\_\_\_\_ Tutor Group \_\_\_\_\_ Date \_\_\_\_\_

Concern

Please pass directly to Pam Hall. In his absence please pass to Sue McTague or another trained member of the Leadership Group

## Annex D

### Searching Students

We believe that every student has a right to privacy. However in the following circumstances, staff may need to search a student:

- If the student is accused of or suspected of taking something that does not belong to them
- If the student is accused of or suspected of carrying offensive materials
- If the student is accused of or suspected of carrying any weapon or replica weapon, including folding pen-knives or sharpened objects that could be used to cause harm, or threaten harm, to themselves, another student, member of staff or member of the public
- If the student is accused of or suspected of carrying any illegal or controlled substances, including alcohol, cigarettes, glue or aerosols
- If the student is accused of or suspected of carrying electronic images on a mobile telephone or other recording device that involves bullying, offensive or illegal behaviour

Student co-operation must be sought as a first resort. Staff should only search students if necessary.

When searching a student, a member of staff should:

- Ensure that another senior member of staff is present. Under NO circumstances should a member of staff search a student without another member of staff present.
- Ensure that a female member of staff is present if the student to be searched is female
- Ensure that a male member of staff is present if the student to be searched is male.
- Make it clear to the student that the search is part of an investigation and should that the outcomes have not been pre-judged

When searching a student, a member of staff may ask students to:

- Empty the contents of their bags and surrender the contents for scrutiny
- Empty the contents of their pockets and surrender the contents for scrutiny
- Remove outer clothing such as coats, jackets, hooded tops etc and surrender these for scrutiny

It is reasonable and expected that should the student be found to be in possession of someone else's property, offensive materials, illegal or controlled substances, any weapon (including replicas), or electronic images as described above, then these items may be confiscated by the members of staff conducting the search and held in a secure place within the school.

If the student refuses to co-operate with the search, the school may choose to isolate the student from their peers and keep them under adult supervision for a reasonable length of time until further action has been agreed. This further action may involve seeking parental support, requesting parental presence to oversee or conduct the search and / or in the case of potentially illegal behaviour, contacting the police.

If the student refuses to co-operate and they are suspected of carrying a weapon, the student should be reminded that it is a criminal offence to carry a knife or weapon. In these circumstances, the student WILL be isolated from other students and supervised by a senior member of staff until parents have been contacted. In these circumstances, the police will be contacted.

In all circumstances, if a student has been searched by staff, the school will inform parents of the nature of the investigation and the outcome.

If during a search a student is found to be in possession of illegal or controlled substances, or a weapon that could potentially threaten harm or cause harm to another student or member of staff, **THIS COULD LEAD TO A PERMANENT EXCLUSION.**

In exceptional circumstances, for example if a student or member of staff is deemed to be at risk of immediate danger, the Headteacher may choose to invoke the power to search without consent in line with Government guidelines.

## Appendix E

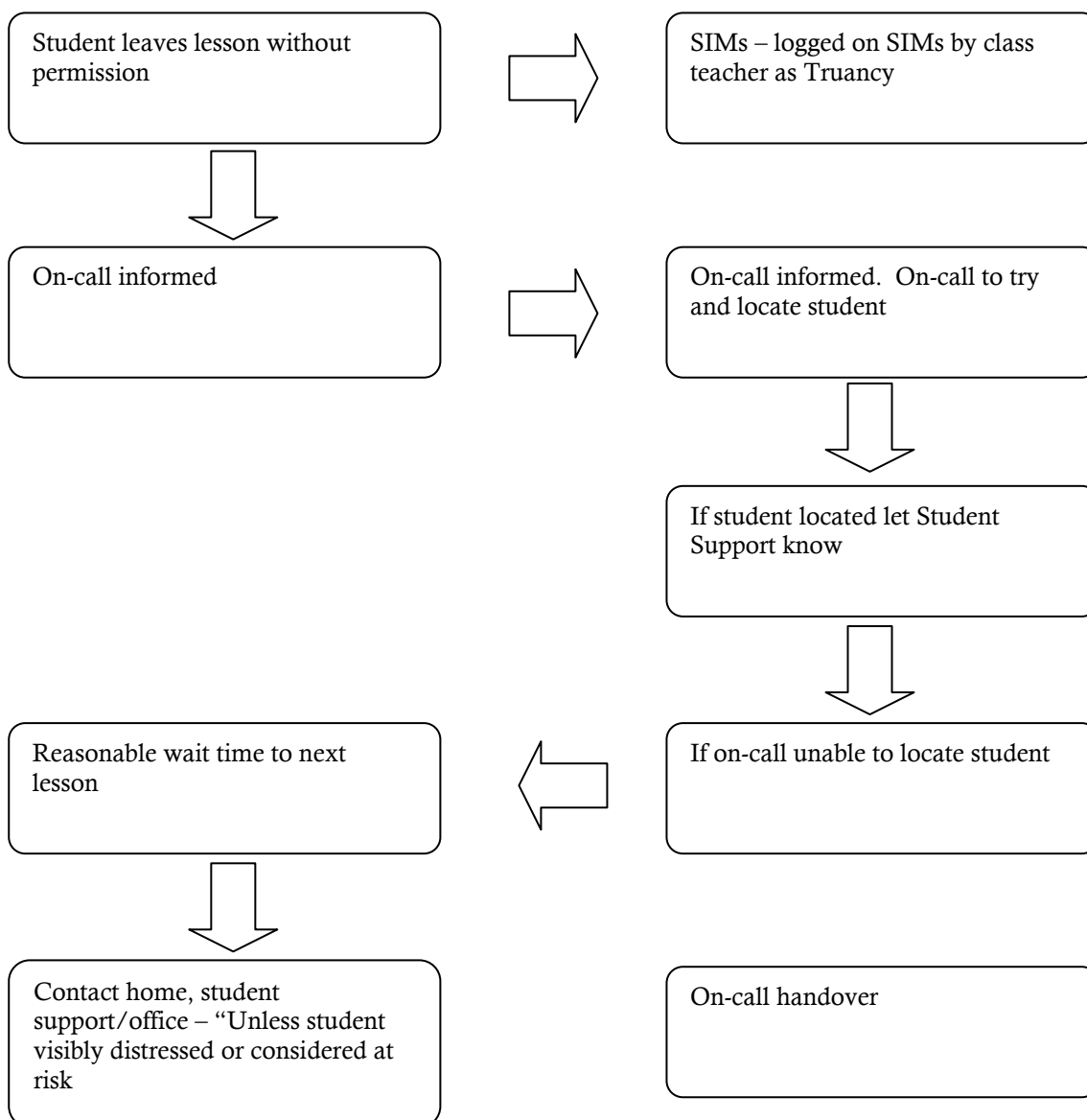
### Procedure for safeguarding students missing from lessons or leaving lessons early

No one should be permitted to sit in another class without the class teacher knowing

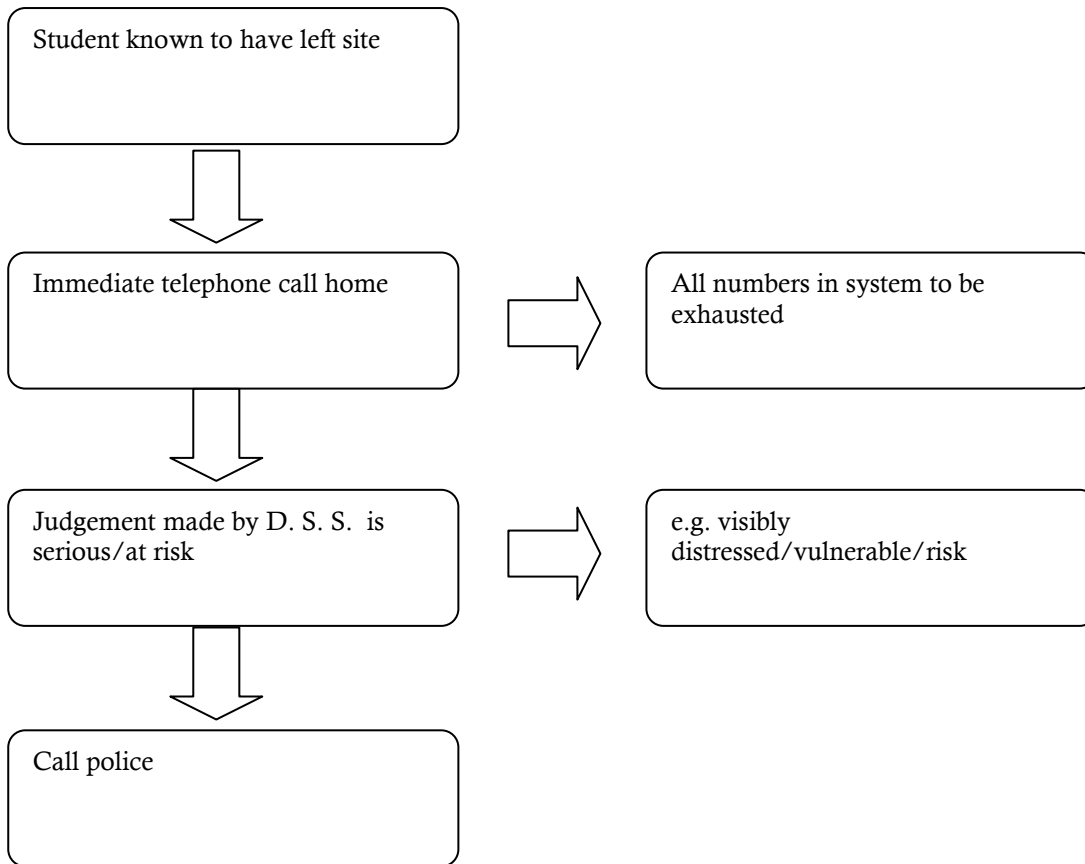
#### 1. Students who leave home in the morning but don't arrive at school

- First day response - normal procedure
- First day response to ask expected return date to avoid "missing" students (in the case of absence authorised on day 1, expected back but don't return)

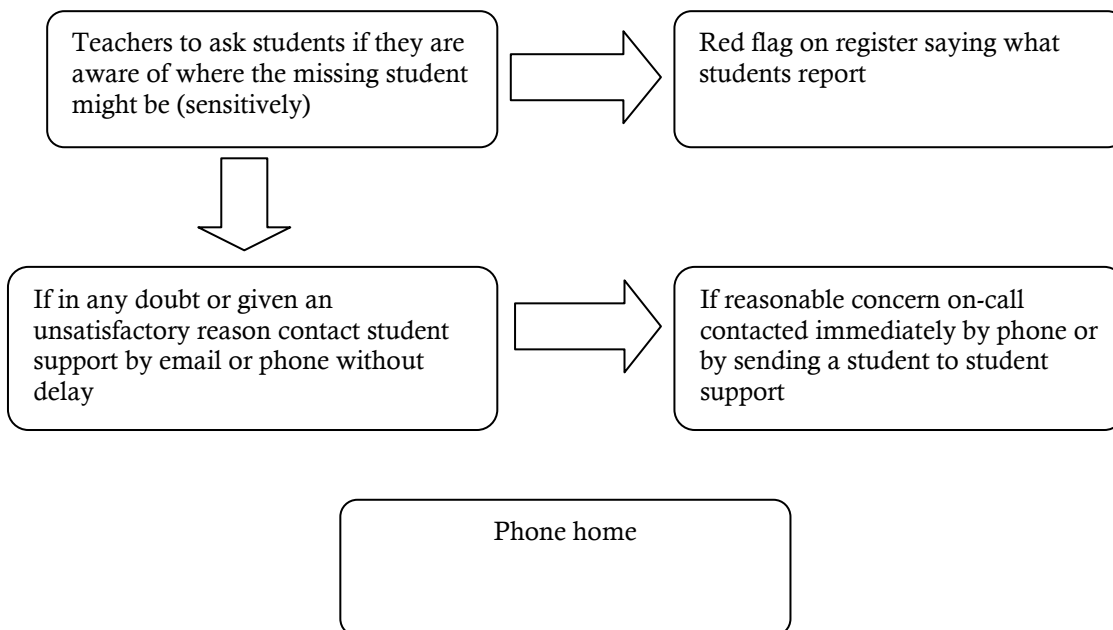
#### 2. Students who leave a lesson without permission



### 3. Students who are known to have left the site



### 4. Students who are registered in previous lessons but fails to attend class





### Information Passport

Name of Student:		Gender:		Date of Birth:					
Name of Parent/ Carer:				Year Group:					
Name of person with parental responsibility if different from above:			Status:						
Address:			Contact Number of Parents/Carers:						
			Home						
			Mobile						
Is the child Looked After by the Local Authority? Yes/No									
Agencies Involved:									
Name of Agency		Nature of Involvement		Key professional					
School attendance		Authorised absence		Unauthorised absence					
Progress – please complete below									
Subject  Please enter all subjects being taken	Autumn Term Working Level	Spring Term Working Level	Summer Term Working Level	End of Year Target	End of Key Stage Target	Behaviour	Attendance	Attitude to learning	Making expected progress (Y/N)
Date of Progress check									

Brief overview of the reasons for considering the use of alternative provision:

Previous strategies employed and indication of the level of success:

- 
- 
- 
- 
- 
- 

Positive attributes, interests and preferred learning style of the child/young person:

- 
- 
- 
- 
- 
- 
- 

Health/Medical needs which the AP provider will need to be aware of:

Any additional information which is appropriate to share:



## Contact Details

School:	Pupil:	Year Group

Parent/Carer:
Address:
Tel No:

School Contact
Address:
Tel No:

AP Provider Contact
Address:
Tel No:

Brief Description of the placement and tasks to be undertaken by the young person
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

Proposed Time-Table			
Day:	Times and No. Hours:	Dates	
		From:	To:
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Agreed Measurable Outcomes for the Young Person:
--

Expected Attainment Outcomes:		
Qualification:	Target Level	GCSE Equiv. Y / N
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Review Dates:	Outcomes of Review
•	• • •
•	• • •
•	• • •
•	• • •
•	• • •

Other Comments:

School Contact Signature: .....	Name: .....	Date: .....
AP Provider Signature: .....	Name: .....	Date: .....
Student Signature .....	Name: .....	Date: .....

# Alternative Provision Subject Monitoring

<b>Student:</b>	<b>Subject:</b>
<b>Current Grade:</b>	<b>Target Grade:</b>
<b><u>Course Progression</u></b>	
<b><u>Attitude to Learning</u></b>	
<b><u>Barriers to Learning</u></b>	
<b><u>Additional Assistance Required from Woodham Academy :</u></b>	
<b><u>Staff:</u></b>	<b><u>Date:</u></b>

**Alternative Provision Provider - \_\_\_\_\_**  
**Quality Assurance Cycle**

<b>Aims</b>					
		<b>Term 1</b>	<b>Complete</b>	<b>Date</b>	<b>Initials</b>
<b>QA Cycle</b>	Monitoring Visit 1				
	Monitoring Visit 2				
	Work scrutiny				
	Observations				
	Shared planning				
	Standardising				
	Pupil reports				
	Attendance data review				
	Learning Walks				
		<b>Term 2</b>	<b>Complete</b>	<b>Date</b>	<b>Initials</b>
<b>QA Cycle</b>	Monitoring Visit 1				
	Monitoring Visit 2				
	Work scrutiny				
	Observations				
	Shared planning				
	Standardising				
	Pupil reports				
	Attendance data review				
	Learning Walks				
		<b>Term 3</b>	<b>Complete</b>	<b>Date</b>	<b>Initials</b>
<b>QA Cycle</b>	Monitoring Visit 1				
	Monitoring Visit 2				
	Work scrutiny				
	Observations				
	Shared planning				
	Standardising				
	Pupil reports				
	Attendance data review				
	Learning Walks				

## Alternative Provision: Work Scrutiny

<b>Pupils</b>		<b>Placement</b>	
<b>Year Group</b>		<b>Date</b>	
<b>Subjects Sampled</b>		<b>Staff sampled</b>	
<b>Gradings</b>			
<b>1 – Evidence consistently in every book or file in the sample.</b> <b>2 - Evidence in over fifty percent of books or files in the sample.</b> <b>3 – Evidence in less than fifty percent of books or files in the sample.</b> <i>Actions must be filled in and evaluated in the next link meeting and work scrutiny</i>			
<b>Action</b>			
<b>Clarification</b>			
<b>Are pupils booked marked?</b> (If NO, do not continue with the scrutiny but speak to the teacher))			<b>Yes</b>
			<b>No</b>
<b>Quality of Teaching</b>			<b>1</b>
			<b>2</b>
			<b>3</b>
<b>QT1</b>	Are pupils books marked up to date? <i>(within fortnightly timetable cycle)</i>		
<b>QT2</b>	Variety of pupil tasks - extended writing, notes, diagrams etc.		
<b>QT3</b>	Is there evidence of formative teacher feedback?		
<b>QT4</b>	Have pupils acted on formative teachers feedback?		
<b>Summary</b>			
<b>Achievement (Progress)</b>			<b>1</b>
			<b>2</b>
			<b>3</b>
<b>A1</b>	Are pupils making progress?		
<b>A2</b>	Do pupils have Target grade stickers? N/A		
<b>A3</b>	Is it clear to pupils and observers on books or files how pupils are assessed?		
<b>A4</b>	Evidence of assessment being kept for pupil, teachers and observers.		
<b>Summary</b>			

<b>Behaviour for Learning</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>B1</b>	Evidence of well presented work.			
<b>Summary</b>				
<b>Overall Effectiveness</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>OE1</b>	Evidence of consistency of marking between teachers in departments.			
<b>Summary</b>				
<b>Literacy</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>L1</b>	Evidence of marking for literacy.			
<b>Summary</b>				
<b>Overall</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Overall grade</b>				