

## SAFEGUARDING POLICY

### PURPOSE OF POLICY

Michael John Academy recognises its responsibilities for safeguarding and promoting the welfare of its learners in line with current legislation. We believe the welfare of our learners is paramount and that all learners whatever their age, culture, disability, gender, language, religious beliefs and/or sexual identity have the right to protection from abuse.

It is important that all adults working with children and young people understand that the nature of their work and responsibilities related to it, place them in a position of trust. This policy provides clear advice on appropriate and safe behaviours for all adults working with children and young people within MJA.

Staff working in education settings, have a crucial role to play in shaping the lives of children and young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This policy has been produced to help adults establish the safest possible learning and working environments which safeguard children and young people and reduce the risk of adults working with them being falsely accused of improper or unprofessional conduct.

College of further education will themselves benefit from the confidence and security instilled by a safe environment. Learners will feel safe and secure can better concentrate on their studies, are at ease with attendance and with working with their peers and trying to do well, and will behave with greater consideration and care in social and recreational spaces. They will themselves understand the benefits of living in a safe and supportive society and will be able to make their own positive contribution to social unity.

### Definitions of terms used:

The Children Act 1989 defines a **child** as anyone who has not reached their 18<sup>th</sup> birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital, in prison or in a Young Offenders' Institution does not change his or her status or entitlement to services or protection.

A **young person** is defined as anyone aged under the age of 18 who do not fall into the child category.

A person who is aged 18 or over, may be considered to be vulnerable if that person:

- receives personal care, or nursing, or support to live independently in their own home, or a care home
- is a migrant worker
- receives any health or social services
- is an ex offender
- has a substantial learning or physical disability, or
- a physical or mental illness, chronic or otherwise, including addiction to alcohol or drugs, or
- a substantial reduction in physical or mental capacity due to advanced age or illness.

A **vulnerable adult** is defined as “a person who is, or may be in need of community care services by reason of mental or other disability, age or illness; and who is, or may be unable to care for him/herself against significant harm or exploitation”

**Abuse** is defined as “a violation of an individual’s human and civil rights by another person or persons”

The Government defines the term ‘**safeguarding children**’ as;  
*‘The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.’*

**Radicalisation** refers to; *‘the process by which a person comes to support terrorism and forms of extremism leading to terrorism.’*

**Extremism** is defined by the Government in the Prevent Strategy as:  
*‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’*

**Extremism** is defined by the Crown Prosecution Service as:  
*‘The demonstration of unacceptable behaviour by using any means or medium to express views which:*

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or*
- *Foster hatred which might lead to inter-community violence in the UK.’*

“What to do if you’re worried a child is being abused” [Department of Health publications] requires:

- All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children’s welfare are minimised
- All agencies taking all appropriate actions to address concerns about children and young people’s welfare, working to agreed local policies and procedures in partnership with other local agencies

Where:-

“All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.” (Department of Health 2003: 4)

### **OUR POLICY AIMS TO:**

- Keep children and young people safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- Assist staff working with children and young people to work safely and responsibly and to monitor their own standards and practice;
- Set clear expectations of behaviour and/or codes of practice

## MICHAEL JOHN ACADEMY



- Give a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- Minimise the risk of misplaced or malicious allegations made against staff who work with pupils;
- Reduce the incidence of positions of trust being abused or misused.
- Ensure we follow strict guidelines when recruiting staff by gaining 2 references prior to offer of employment, by processing CRB check no later than 3 weeks from employment start
- Raise awareness of child protection / safeguarding issues
- Develop and implement procedures for identifying and reporting suspected cases of abuse
- Ensure we have at least 2 designated safeguarding and child protection officers who have received suitable training
- Ensure learners know there are safeguarding and child protection officers they can approach if they are worried about anything
- Ensure all staff understand their responsibilities in being alert to signs of abuse
- Ensure all staff report any cases of alleged or suspected abuse to the safeguarding and child protection officers
- Establish a safe environment in which learners can study
- Ensure all records are kept securely and confidentially
- Share information about concerns with relevant agencies
- Regularly review our policy and good practices
- Safeguard our staff from false accusations
- We believe every young person should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.
- We want young people who use or have contact with this organisation to enjoy what we have to offer in safety.
- We will achieve this by having an effective safeguarding and child protection procedure and following National and Local guidance.
- If we discover or suspect a young person is suffering harm we will notify social services or the police in order that they can be protected if necessary.
- This safeguarding and child protection policy and procedure apply to all staff, volunteers and users of **Michael John** and anyone carrying out any work for us or using our premises.
- We will review our safeguarding and child protection policy and procedures annually to make sure they are still relevant and effective.

In addition to this policy, Michael John Academy has a framework of policies which are designed to ensure the emotional and physical safety of service users, staff and volunteers which includes:-

- Staff Recruitment and Selection Policy
- Prevent Policy
- Equality and Diversity Policy (Including grievance procedures)
- Complaints Procedure
- Health, Safety and Welfare policy.
- Anti Bullying Policy

Staff should also familiarise and use the Safeguarding and Child Protection Procedures separate to this policy, outlining the procedure for dealing with suspicions or allegations of abuse.



## CODE OF CONDUCT FOR STAFF

### At Michael John Academy

#### 1. Introduction

1.1 This policy sets out clear guidance on the standards of behaviour expected from all staff at Michael John Academy. The principles underlying the guidance aim to encourage staff to achieve the highest possible standards of conduct and minimise the risk of inappropriate conduct occurring.

1.2 All Michael John Academy staff are in a unique position of trust and influence as role models for learners/students. Therefore, staff must adhere to behaviour that sets a good example to all learners/students within the academy.

1.3 All Michael John Academy staff have an individual responsibility to maintain their reputation and the reputation of the academy, both inside and outside working hours and work setting.

1.4 This policy applies to all staff and volunteers in the academy regardless of their position, role or responsibility. References to 'staff' throughout the policy relate to all of the following groups:

1.4.1 Permanent members of staff.

1.4.2 Volunteers.

1.4.3 Casual workers.

1.4.4 Temporary and supply staff, either from agencies or engaged directly.

1.5 Michael John Academy requires that all staff have read and agree to comply with this policy.

1.6 Breach or failure to observe this policy will result in action being taken under the academy disciplinary procedures including, but not limited to, dismissal.

1.7 This code of conduct is not an exhaustive list of acceptable and unacceptable standards of behaviour. In situations where guidance does not exist in this policy, staff are expected to exercise their professional judgement and act in the best interests of the learners/students and the academy.

#### 2. Professional Behaviour and Conduct

2.1 Staff are expected to demonstrate the highest possible standards of personal and professional conduct and behaviour and consistently act with honesty and integrity. Michael John Academy expects staff to treat each other, learners, parents and the wider community with dignity and respect at all times.

2.2 Staff must act in accordance with their duty of care to learners and ensure that the safety and welfare of learners are accorded the highest priority.

2.3 Staff should show fairness in their treatment of learners and avoid behaviours such as embarrassing or humiliating learners, making jokes at the expense of learners, discriminating against or favouring learners and sarcasm.

2.4 Staff must have regard for the ethos and values of the academy and must not do or say anything which may bring the academy into disrepute. Care should be taken by staff to avoid any conflict of interest between activities undertaken outside academy and responsibilities within academy. Staff should act in accordance with the academy's policies and procedures at all times.

### **3. Dress and Appearance**

3.1 Michael John Academy recognises that dress and appearance are matters of personal choice and self-expression. However, all staff must dress in a manner that is appropriate to a professional role and that promotes a professional image, and in-line with the academy's dress code.

3.2 Staff should dress in a manner that is not offensive, revealing or sexually provocative and in a manner that is absent from political or contentious slogans. (See Prevent Policy)

3.3 Staff should dress safely and appropriately for the tasks they undertake.

### **4. Smoking, alcohol and other substances**

4.1 Michael John Academy is a non-smoking site. Staff must not smoke (including e-cigarettes) on academy premises or outside the academy frontage. Any member of staff wishing to smoke must do so away from the academy.

4.2 Staff must not smoke whilst working with or supervising learners' offsite.

4.3 Staff must not consume or be under the influence of alcohol, illicit drugs or other illegal substances on or near academy premises.

### **5. Relationships with Learners/Students**

5.1 Staff must maintain professional boundaries with learners appropriate to their position and must always consider whether their actions are warranted, proportionate, and safe and applied equitably. Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised.

5.2 Staff must not establish or seek to establish social contact with learners for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young learner seeks to establish social contact you should exercise your professional judgement in making a response and be aware that such social contact could be misconstrued.

5.3 Staff must not develop personal or sexual relationships with learners and should not engage in any sexual activity with a learner. Sexual activity does not just involve physical contact including penetrative and non-penetrative acts.

5.4 Working Together to Safeguard Children defines sexual abuse as ... 'forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

5.5 Staff should be mindful of Section 16 of The Sexual Offences Act 2003.

<sup>1</sup> Section 16 of The Sexual Offences Act 2003 provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. A situation where a person is in a position of trust could arise where the child is in full-time education and the person looks after children under 18 in the same establishment as the child, even if s/he does not teach the child.

5.6 Staff must not make sexual remarks to a learner, discuss their own sexual relationships with, or in the presence of, learners or discuss a learner's sexual relationships in an inappropriate setting or context.

5.7 Contact with learners should be through Michael John Academy's authorised mechanisms. All staff at Michael John Academy should use office landline phones when contacting parent/carers. Personal phone numbers, e-mail addresses or communication routes via all social media platforms should not be used and staff should not share their home address with learners. If contacted via an inappropriate route the member of staff must inform the Chief Executive immediately.

5.8 Michael John Academy staff must not accept friend invitations or become friends with any learner of Michael John Academy on any social media platform. Staff should also refrain from following the Twitter or other similar social media accounts of learners. Staff must read the academy's Social Media Policy carefully and follow all advice and guidance contained within it.

## **6. Infatuations**

6.1 It is not unusual for learners or, sometimes, their parents to develop infatuations towards members of staff. All such situations must be responded to sensitively to maintain the dignity of those concerned.

6.2 Staff should also be aware that such circumstances carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. Any indications of an infatuation towards yourself or another member of staff must be reported to your line manager.

## **7. Gifts/Hospitality**

7.1 Staff need to take care that they do not accept any gift/offer of hospitality that might be construed as a bribe by others, or lead the giver to expect preferential treatment. However, there may be occasions where learners or parents wish to give a small token of appreciation to staff, for example at religious festivities or at the end of the year.

7.2 It is unacceptable to receive gifts on a regular basis or to suggest to learners that gifts are appropriate or desired. Money must not be accepted as a gift. If you are unsure whether to accept a gift you should consult your line manager.

7.3 Staff must not accept significant gifts [a sum to be assessed by the academy] or hospitality from learners, parents, carers, actual or potential contractors or outside suppliers. All such gifts/offers of hospitality should be reported to your line manager and recorded.

7.4 Personal gifts must not be given by staff to learners and any reward to learners should be in accordance with Michael John Academy's Managing Behaviour Policy, recorded and not based on favouritism.

## **8. Physical Contact with Learners**

8.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with learners, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with learners it should be in response to their needs at that time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.



8.2 Where feasible, staff should seek the learner's permission before initiating contact. Staff should listen, observe and take note the learner's reaction or feelings and, so far as is possible, use a level of contact which is acceptable to the learner for the minimum time necessary.

8.3 It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one learner in one set of circumstances may be inappropriate in another, or with a different learner. Staff should, therefore, use their professional judgement at all times.

8.4 Staff should be aware that even well intentioned physical contact may be misconstrued by the learner, an observer or by anyone to whom this action is described. Staff should never touch a child in a way which may be considered indecent. Always be prepared to explain actions and accept that all physical contact be open to scrutiny. Staff must not engage in rough play, tickling or fun fights with learners.

8.5 Extra caution should be exercised where a learner is known to have suffered previous abuse or neglect. Such experiences may sometimes make a learner exceptionally needy and demanding of physical contact and staff should respond sensitively by deterring the learner through helping them to understand the importance of personal boundaries.

8.6 Physical contact must never be secretive, for the gratification of the adult or represent a misuse of authority.

8.7 If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported to your line manager, recorded and, if appropriate, a copy placed on the learner's file. .

### **9. Learner in distress**

9.1 There may be occasions when a learner is in distress and in need of comfort as a reassurance. This may include age appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

9.2. If you have a particular concern about the need to provide this type of care and reassurance you should seek further advice from the Designated Safeguarding Lead

### **10. One to one situations**

11.1 Staff working individually with learners should be aware of the potential vulnerability of learners and staff in such situations. Staff should manage these situations with regard to the safety of the learner and to themselves.

11.2 Individual work with learners should not be undertaken in isolated areas or rooms where there is no external viewing panel. Where it is necessary to close doors for reasons of confidentiality a colleague should be made aware of this and asked to remain vigilant.

### **11. E-Safety (all staff must read Michael John Academy Social Media Policy)**

11.1 Staff should follow Michael John Academy's Social Media Policy for staff and the Acceptable Use Policy at all times.

11.2 Staff must not engage in inappropriate use of social network sites which may bring themselves, the academy or the academy community into disrepute. Staff should adopt the highest security settings on any personal profiles they have.

11.3 Mobile phones and personally-owned mobile devices brought in to academy are the responsibility of the device owner. Michael John Academy accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

### **12. Photography, video and images of children**

12.1 At times academy activities may involve recording images as part of the curriculum, extra academy activities, and publicity or to celebrate an achievement. In accordance with The Data Protection Act 1998 the image of a pupil/student is personal data. Therefore, it is a requirement under the Act for consent to be obtained from the parent/guardian of a pupil/student for any images made. It is also important to take into account the wishes of the pupil/student,

remembering that some learners/students do not wish to have their photograph taken or be filmed.

12.2 Using images for publicity purposes will require the age-appropriate consent of the individual concerned and their parent/guardian. Images should not be displayed on websites, in publications or in a public place without their consent. Staff should also be clear about the purpose of the activity and what will happen to the photographs/images/video footage when the lesson or activity is concluded.

12.3 Photographs/stills or video footage of learners/students should only be taken using academy equipment for purposes authorised by the academy and should be stored securely and only on academy equipment.

12.4 Staff should remain aware of the potential for images of learners/students to be misused to create indecent images of children and/or for grooming purposes. Therefore, careful consideration should be given to how activities which are being filmed or photographed are organised and undertaken. Particular care should be given when filming or photographing young or vulnerable learners/students who may be unable to question how or why the activities are taking place. Staff should also be mindful that learners/students who have been abused through the use of video or photography may feel threatened by its use in a teaching environment.

### **13. Confidentiality**

13.1 Members of staff may have access to confidential information about learners/students, their parents/carers or their siblings. Staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student on a need to know basis.

13.2 Staff should never use confidential or personal information about a pupil/student or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the pupil/student.

13.3 All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil/student is bullied by another pupil/student, this needs to be reported and dealt with in accordance with the appropriate academy procedure. It must not be discussed outside the academy, including with the pupil/student's parent or carer, nor with colleagues in the academy except by a senior member of staff with the appropriate authority to deal with the matter.

13.4 Staff have a statutory obligation to share with Michael John Academy's Designated Safeguarding Lead any information which gives rise to concern about the welfare or safety of a pupil/student or that might suggest a pupil/student is in need or at risk of significant harm. Staff should pass on information without delay in accordance with Michael John Academy's Child Protection and Safeguarding Policy.

Staff must never promise a pupil/student that they will not act on or pass on any information that they are told by the pupil/student.

13.5 Staff should refer to the Department of Education's document information sharing: advice for practitioners providing safeguarding services for further guidance on information sharing. If you are in any doubt about whether to share you should seek guidance from a member of the Senior Leadership Team.

13.6 Any media or legal enquiries should be passed to the Senior Leadership Team and only approved staff and Governors should communicate to the media about the academy.

### **14. Whistleblowing**

14.1 Whistleblowing is the mechanism by which staff can voice their concerns, without fear of repercussion.

14.2 All academy staff have a duty to report any behaviour by a colleague which raises concern. Staff should refer to Michael John Academy's whistleblowing policy for further guidance. This is particularly important where the welfare of learners/students may be at risk.



## **PROTECTION FOR CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS**

### **SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

Since 2010, when the Government first published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Michael John Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Michael John Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

We understand there is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading.

However, there are a number of behaviours and other indicators that staff should be aware of that may indicate the presence of these factors. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- Attempts to recruit others to the group/cause/ideology; or
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action now;

- Expressing attitudes that justify offending on behalf of the group, cause or ideology;• condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- Having a history of violence;
- Being criminally versatile and using criminal networks to support extremist goals;
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).
- The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

### **Reporting Procedures**

#### **What to do if you are worried a Child, Young Person or Vulnerable Adult is being abused.**

- Abuse of children, young people and vulnerable adults can take many forms; neglect, physical injury, emotional, sexual and financial. It is not the responsibility of anyone working within Michael John Academy, in a paid or unpaid capacity to decide whether or not abuse has taken place. It is therefore vital that staff raise all cases of suspected or alleged abuse in line with the procedures identified within this policy. It is important to do this, as there may already have been concerns expressed by other members of staff and failure to report concerns may put a child, young person or vulnerable adult at risk.
- Any disclosure **or suspicion** of abuse should be reported to our:

#### **SAFEGUARDING AND CHILD PROTECTION OFFICERS:**

**Catherine Cave**  
**Deputy: Caroline Grundy**

#### **Our Guidance & Support staff are also available at our centre**

In the case of reports relating to children – our Safeguarding and Child Protection Officers will notify the ‘child’s’ school and/or learning mentor, who will then take up full responsibility for any further action.

**In all other cases** our Safeguarding and Child Protection Officers will follow Michael John procedures.

- Our Safeguarding and Child Protection Officers will follow up all reports by gathering further information and details from the person making the report or the affected party.  
**Individuals should not be interviewed on a 1-1 basis in an enclosed office that is out of eye or ear shot of other adults.**

- If the complainant is the child/ young person or vulnerable adult, questions should be kept to the minimum necessary to understand what is being alleged. Leading questions should be avoided; they can cause problems for subsequent investigation and any court proceedings. **Remember: T.E.D – Tell me, Explain to me, Describe to me.**
- A full record must be made as soon as possible of the nature of the allegation and any other relevant information including these basic facts:
  - What you saw: when and where
  - What you said: when, where and who to
  - What was said to you : when, where and by whom
  - What you thought and why you thought it
  - What you did

Some young people with special educational needs may need different treatment from others. For example, their physical or mental condition may mask possible abuse. Particular attention may also need to be given to young people with speech impediments as these can make communication difficult.

- **Vulnerable Adult Protection reporting** guidelines are the same as above to include additional information on:
  - complainant date of birth/ address
  - details of the alleged abuser including their relationship to the person being referred
  - details of other people, including children, who may be at risk
  - other agencies involved and the nature of their involvement
  - knowledge/reaction to this referral by the person being referred, his/her carers and the alleged abuser
  - likely movements of person being referred and the alleged perpetrator within the next 24 hours.
  - An appropriate plan of action will be determined on summation of the report. The exact nature of the action taken will be determined by the individual circumstances, but it may include the involvement of external authorities, such as Social Services, referral organisations and/or the Police.
  - In the case of disclosure or suspicion of abuse concerning a young person aged under the age of 18, Michael John Academy Protection staff **will always** refer the matter to the appropriate external authorities, which in the first instance is likely to be Social Services.
  - All Michael John Academy staff will be familiar with good practice guidelines on the immediate action to be taken following a report of abuse ( see Section Three )
  - Any allegation made against a member of staff should be reported immediately, and an investigation will take place, followed by action as per the Disciplinary policy. In the event of an allegation being made against the Director, this should be reported to the Board of Management or their nominated representative.
  - If a disclosure of abuse is made by anyone, or an approach is made to disclose information, which a child/ young person or vulnerable adult requests to be kept confidential, staff members **MUST REFUSE** to keep this confidence. Care should be taken to explain to the individual the procedure that will be followed and that it is **NOT POSSIBLE to promise to maintain confidentiality**, although the highest level of care will be taken to ensure the smallest number of key people are informed.



- If a service user of Michael John Academy makes an allegation about another organisation this should be reported to the Chief Executive who will investigate and take appropriate action.

**Safeguarding and Child Protection staff** should use the following guidelines when following up a report of suspected/ alleged abuse:

- React calmly so as not to frighten, alarm or deter
- Reassure him/her that you are glad they have told you, and it is not their fault.
- Don't promise to keep it to yourself, at the earliest opportunity remind them of our confidentiality procedure and explain what this means.
- Respond - Explain that you need to make sure that they will be safe and may have to pass on the information to somebody trusted, who can deal with it appropriately.
- Listen carefully to what they have to say and take them seriously.
- Allow them to tell you what happened in their own words.
- It is important to clarify what you have heard, and to establish the basic facts. However avoid leading questions and do not ask them specific questions about explicit details.
- Record - If possible make brief notes during the initial disclosure, explaining to them why you are doing this. If this is not possible, make notes as soon as possible afterwards. All notes should be dated and signed by the staff member taking them.

**Recruitment and Selection of Staff**

Michael John Academy ensures that recruitment and selection procedures take account of the need to protect children, young people and vulnerable adults. The company will comply with new vetting and barring legislation and all applicants will be asked to complete/ provide:

- An application form
- Two references (prior to a formal offer of employment) and, where appropriate, referees will be asked to comment on the applicants suitability to work with children, young people and/or vulnerable adults.
- No new member of staff will be allowed to start work until they have applied for and received the Disclosure and Barring Service Document (DBS) which will be funded by themselves. DBS will be requested prior to the applicant taking up post.

**Sharing Safeguarding Information with new college/ school**

- All child protection or safeguarding information relating to a child, young person or vulnerable adult, will be passed on to the new provider within two weeks by Catherine Cave DSO.

This policy will be reviewed annually as per the company review schedule

Signed & verified: May 2017

**By Pastoral Support Officer, Catherine Cave**

Signed: .....

Employee's name.....

Employee's signature.....Date.....