

Safeguarding at de Ferrers Academy

Annex to Trust policy

Updated November 2021

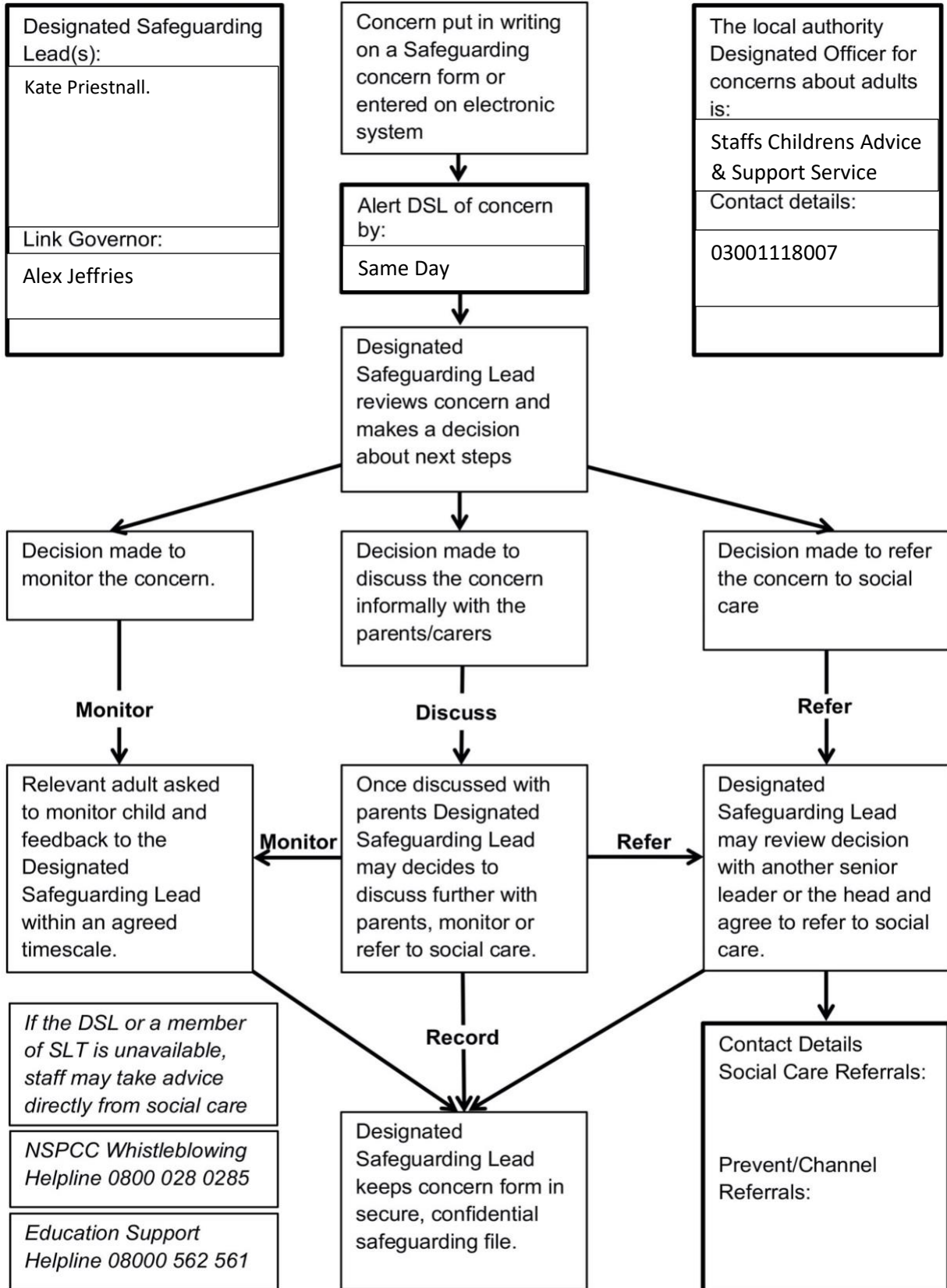
Safeguarding at The de Ferrers Academy, Key Roles and Responsibilities:

<p>Principal: Responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns. Offices on Trent and Dove. Time shared across all 3 sites.</p>	<p>Mrs Kathy Hardy</p>	<p>01283247754 (Dove) 01283247703 (Trent) khardy@deferrers.com</p>
<p>Designated Safeguarding Lead (DSL) and Director of Safeguarding for the de Ferrers Trust, providing advice, training and support to all staff, liaising with the local authority (LA), and working with other agencies as appropriate. Mainly managing referrals on Dove site but available to support safeguarding on Trent and Sixth Form Campus's if required. Time shared across all 3 sites.</p> <p>Other Dove Campus Safeguarding staff include Mrs Collette Tunstall (Head of Year) Mrs Vicky Jordan (Assistant Head of Year) Mrs Carmen Peplow (Assistant Sendco) Mrs Jane Perry (Assistant Head of Year) Mrs Lyn Pountney (Head of Year) Mrs Christine Rhodes (Assistant Sendco) Miss Ashley Williams (Hub and Inclusion)</p>	<p>Mrs Kate Priestnall</p>	<p>01283 247776 (Dove) 07395 281892 kpriestnall@deferrerstrust.com</p>
<p>Safeguarding Coordinator, a member of the support staff based on Trent. Manages referrals on Trent site and liaises with the LA and other agencies as appropriate, and available to support safeguarding on Dove and Sixth Form Campus's if required.</p> <p>Other Trent campus safeguarding staff include Mrs Amy Dakin (Health and Well Being Advisor), Miss Hannah Upton (Behaviour Support Officer) Miss Milly Bowering (Assistant Head of Year) Mrs Louise Mosedale (Assistant Head of Year) Mrs Sharon Dunsden (Inclusion Support Assistant)</p>	<p>Miss Kay Walsh</p>	<p>01283247718 (Trent) kwalsh@deferrers.com</p>

Mrs Sally Land (Careers Adviser) Mr Conan Moran (Head of Year)		
Deputy Designated Safeguarding Lead & Special Educational Needs Co-ordinator (SENDCo): acts as a deputy DSL for Dove site but available to support safeguarding on Trent and Sixth Form Campus's if required and provides advice, liaison & support for all Academy staff and other agencies working with students with special education needs and disabilities and those with complex medical conditions. Time shared across all 3 sites.	Mr Dave Griffiths	01283247783 (Dove) dgriffiths@deferrers.com
Deputy Designated Safeguarding Lead, Vice Principal and Head of Sixth Form Campus. Manages Safeguarding on Sixth Form Campus but is available to support safeguarding on Dove and Trent Campus's if necessary. Other Sixth Form Campus Safeguarding Staff include Mrs Karen Hulbert (Head of Year) Mrs Kim Hobson (Assistant Head of Year) Mr Robin Botten (Mentor)	Miss Hannah Roberts	01283 372582 (Sixth Form Campus) hroberts@deferrers.com
Deputy Designated Safeguarding Lead and Vice Principal, with responsibility for behaviour. Head of Trent site. Available to support safeguarding on Dove and Sixth Form Campus's if necessary.	Mr Greg Hand	01283 247717 (Trent) ghand@deferrers.com
Deputy Designated Safeguarding Lead and Vice Principal and Head of Dove site. Available to support safeguarding on Trent and Sixth Form Campus's if necessary.	Mr Dave Lovell	01283 247773 dlovell@deferrers.com
Designated Teacher for Looked After Children and Young Carer Champion and deputy designated safeguarding lead	Mrs Sarah Glover	01283 247766 sarah.glover@deferrers.com
Online-Safety: develops and maintains an online-safety culture within The Academy.	Mr Greg Hughes	01283247728 (Trent) ghughes@deferrers.com
SCR – Collation and Management	Miss Steph	01283 247736 sdewis-johnson@deferrers.com

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Safeguarding Governor: ensures there are appropriate safeguarding policies and procedures in place, monitors whether they are followed and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified. Is available for staff to refer to if they have concerns about the Principal.	Mr Alex Jeffries	ajefferies@deferrerstrust.com
Chair of Board of Trustees: takes the lead in dealing with allegations of abuse made against the Principal in liaison with the Local Authority.	Mrs Claire Shaw	cshaw@deferrerstrust.com

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Actions where there are concerns about a child

In the unlikely event that a member of Safeguarding staff is not available, staff should notify the Principal/Vice Principal of the Academy and/or make a direct referral to the Local Authority. The Staffordshire Children's Advice and Support Service can be contacted on 0300 1118007

Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy? (Included in the Safeguarding policy).	No	
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Police Social care
Have staff received appropriate training?	Yes	National Online Safety, annually
Has the school got a trained Prevent Lead?	Yes	DSL
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	Yes	DSL/DDSL's on each site
Is suitable filtering of the internet in place?	Yes	Light speed
Do children know who to talk to about their concerns?	Yes	Pastoral teams on each site
Are there opportunities for children to learn about radicalisation and extremism?	Yes	PHSE & safeguarding assemblies
Have any cases been reported?	Yes	CPOMS
Are individual pupils risk assessed?	Yes	CPOMS

<p>What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)</p>	<p>None that we are aware of.</p>
<p>Comment on the school's community, locality and relevant history. The de Ferrers Academy is a larger than average secondary school catering for students aged 11-18 over 3 sites. Dove site is situated on Harehedge Lane and houses years 7 & 8. Trent site is on St Mary's Drive and houses years 9, 10 and 11 and the Sixth Form Campus is located on Waterloo Street, near to the town centre and houses years 12 & 13.</p>	
<p>Risk evaluation</p>	<p>Low</p>

Date completed: 1st September 2020

Contextual Safeguarding

The contextual safeguarding concerns at The de Ferrers Academy have been highlighted as Child Sexual Exploitation (CSE) and Peer on Peer Abuse. As a result of the heightened risk in these areas students have an intensive PHSE programme around these subjects and local police community support officers (PCSO's) are invited into the Academy to deliver specific assemblies to all years.

The school has a subscription to the National Online Safety Centre where resources are downloaded and shared with students.

Parents also have access via a parent log in to resources and training.

<http://nationalonlinesafety.com/enrol/the-de-ferrers-academy>

Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE) involves an individual, or group of adults taking advantage of the vulnerabilities of an individual child, or groups of children for the purpose of exploiting, coercing into committing crimes and/or for the purpose of their own

or others sexual gratification. Victims of CSE & CCE can be boys or girls. Children are often drawn into CSE/CCE through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Child Sexual Exploitation and Child Criminal Exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

Students attending The de Ferrers Academy are educated about the dangers of CSE & CCE through PHSE, assemblies and targeted presentations. The Academy utilises the DFE guidance (2017) to assist in the ongoing work towards prevention and response to situations where CSE & CCE is identified.

Designated staff also work alongside Local Authority Practitioner's and the Police as part of the Multi Agency Child Exploitation (MACE) to support the disruption and prosecution of perpetrators. MACE actively encourages reporting all concerns in order to collate information and build an informed local picture.

Safeguarding staff have comprehensive support from Catch 22 which is a service that supports children who become involved with CSE and CCE. Catch 22 regularly attend the Academy and support staff safeguarding meetings with resources for pastoral staff to use for both preventative work and restorative work with students.

To further enhance our PHSE education around CSE, in the academic year 2021-22 the year groups 7-11 were all shown a drama production entitled 'Chelsea's Story' which depicts the true story of a child who was involved in CSE.

Peer-on Peer Abuse, to include Sexual Violence and Harassment.

The Academy recognises that children may become victims of abuse from other children.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence and sexual assaults.

Staff will report instances of peer-on-peer abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the victim and perpetrator.

Incidents of abuse will also be addressed through the Academy Behaviour Policy and any support will be provided by the Academy's mentoring programme. When incidents of harmful sexual behaviour occur, the Academy reserves the right to employ a risk assessment, remove the perpetrator from situations where the offending took place, issue sanctions we feel are appropriate and complete follow up education on a 1-1 basis in order to reduce the risk to other

students and ensure the individual has further opportunities to address their behaviour and understand why it is not acceptable.

Mental Health and Emotional Well-being.

As a large Academy it is often difficult or impossible to fully understand and appreciate the lives children have had and the impact this may have had on them before they arrive as our students. Ofsted guidance recognises this and their current guidelines encourage leaders to support staff with training in relation to this.

Ofsted (May 2019) states 'Adults understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse'.

Keeping Children Safe in Education KCSIE (Sept 2020) '...mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation'

The Academy Leadership Team, the Academy Safeguarding Team and the Support and Guidance Teams across all 3 sites help to create a positive culture with students and staff around all aspects of safeguarding by encouraging an ethos of professional curiosity and 'it could happen here' and discussing mental health and safeguarding concerns openly to encourage others to do the same.

The staff at this Academy recognise that children are often silenced by abuse and trauma and that staff play an important part in enabling children to find their voice through providing a safe, supportive and nurturing environment.

Trauma and Mental Health

At The de Ferrers Academy we provide training on the lasting effects of trauma both to staff and students during inset days and assemblies. This is also a regular feature on our weekly safeguarding briefing which is delivered to staff across the 3 sites.

The purpose of this is to better support staff to be able to spot the signs of historic and current abuse and/or the effects of trauma.

The Support and Guidance Teams across all 3 sites are best placed to raise a concern as they are easily accessible to the students and able to offer a prompt response to an identified need and signpost on to more specialist support if required.

In addition, a significant number of Academy staff have received attachment training to support their knowledge and skills in this growing area of need.

Mental Health Support

The de Ferrers Academy recognises that children from time to time will have difficulties with their mental and emotional health that may be linked to other experiences past or present within their lives that may have a lasting impact.

The Academy currently has multiple strands to its support that is steered by a team of staff and students. We have a team of student Wellbeing Ambassadors across all year groups, supported by the 6th Form Mental Health Team, that are instrumental in guiding the provision that feeds directly into the steering group and supports children in terms of advertising and signposting to emotional health support both internally and externally. Part of that provision includes a 3 tiered emotional support system.

Tier 1 Mentoring Support

1:1 support provided by a team of Mental Health First Aiders (MHFA) and Pastoral Year Teams. This level of support is suitable and available to all students experiencing low level concerns such as low mood, low self-esteem.

ELSA (Emotional Literacy Support Assistant) intervention is now available for SEN children with social, emotional and mental health needs. At de Ferrers we now have a member of staff who has completed the ELSA training in 2020/2021 and is timetabled to deliver this support.

Tier 2

Hope Programme

1:1 Support provided by trained staff. This level of support is targeted to a slightly higher level of need, and is provided by appropriately trained staff across the 3 Campus's. Students are generally referred via the year teams.

Tier 2

1:1 support provided by the Mental Health in Schools Team (NHS Midlands). Students can expect to receive support across two Campus's (Dove & Trent). The support provided will bridge the gap between the Tier 2 and Tier 3 service.

Tier 3 Mental Health Lead

1 day a week 1:1 support will be provided by qualified British Association for Counselling and Psychotherapy (BACP) accredited counsellors. Students referred will generally be referred via Tier 2 support and will require more in-depth emotional support and intervention.

If more complex issues are identified in terms of mental health parents/carers will be contacted and requested to take their child to the GP for more specialist/ targeted support.

Information of support will remain confidential unless there is reason to believe the child is at risk of significant harm, at which point it will be passed on to the designated safeguarding staff for referral.

Due to the multi site nature of our Academy, during the academic year 2021-22 we will be training 2 members of staff in the role of Mental Health Lead for the Academy. These staff will add to the existing mental health offer the Academy has and lead on new initiatives across the 3 sites.

Examinations and Results

Whilst some levels of stress are normal during such times, as an Academy we also recognise that both sitting exams and results day for both GCSE's and A Levels can be a particularly stressful time. Support and Guidance Teams and the Safeguarding Team meet weekly and where a child has been identified as becoming stressed as a result of exam stress, support will be offered which will be tailored to the needs of the child.

The Academy has a member of staff dedicated to careers and guidance support and all children from year 9 onwards are made aware of this service and encouraged to access it.

All year groups learn about the factors that give rise to stress, how to identify the signs of stress and practical strategies for dealing with stress and promoting resilience and well-being through the PHSE teaching curriculum and assemblies.

Parents and carers will also routinely be invited into the Academy to support their child on both GCSE and A Level results days and should a child become distressed on these occasions there will be rooms set aside for supportive meetings with appropriate members of staff or for privacy for parents/carers and their children. The appropriate members of staff that will lead on this are the Head of Year 11(GCSE results) and the Head of 6th form (A level results). If parents are not able to attend on such occasions and their child becomes distressed after receiving results, then parents or carers will be called to come into the Academy to support their child.

For this reason, we strongly encourage parents/carers to accompany their child to collect exam results. The Academy opens at 8am on these days to support parents and carers being able to do this.

Interviews into the 6th Form will be supported by the 6th form Mental Health Team, Leadership and Careers Guidance and again parents are encouraged to attend to support their child.

Further support for parents on emotional support during GCSEs can be found here:

[An Emotionally Healthy Approach to GCSEs - A Parent's Guide](#)

Any parent/carer that has a concern about their child's mental health and well-being is advised to inform the Academy at the earliest opportunity. The Academy will then work with the parent/carer and child to achieve the most appropriate support.