

Safeguarding Policy

September 2024



VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, curiosity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

This is a core policy that forms part of the induction for all staff and governors. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Key contacts:

	Name	Contact details [Email address] [Telephone]
Headteacher or equivalent	Mel Green	s17mgreen@coppice.solihull.sch.uk 0121 705 3504 School Tel.no
Designated safeguarding lead (DSL)	Mel Green Mark Fowler	s17mgreen@coppice.solihull.sch.uk s17mfowler@coppice.solihull.sch.uk
Deputy designated Safeguarding lead	Michelle Doherty	s17mdoherty@coppice.solihull.sch.uk
Senior mental health lead	Mel Green	s17mgreen@coppice.solihull.sch.uk
Safeguarding governor or equivalent	Sara Bremner	g17sbremner@coppice.solihull.sch.uk
Designated teacher for looked after and previously looked after children	Jade Cooper	s17jcooper@coppice.solihull.sch.uk
Other key staff Health & Safety lead SENCO	Mel Green Jade Cooper	s17mgreen@coppice.solihull.sch.uk s17jcooper@coppice.solihull.sch.uk

Child-focused approach to safeguarding

Introduction

The purpose of this policy statement is:

- to protect children and young people who attend Coppice Academy from harm;
- to provide staff and volunteers, as well as children and young people and their families, with the overarching principles that guide our approach to safeguarding.

This policy applies to everyone.

Policy context

This policy is derived from a variety of legislative provisions and statutory guidance. In particular, it is based upon the requirements and best practice outlined in:

Keeping Children Safe in Education 2024 (KCSIE)

Working Together to Safeguard Children 2023 (WTSC)

Ofsted: Education Inspection Framework' 2024

Framework for the Assessment of Children in Need and their Families 2000

Solihull MBC Safeguarding Children Procedures

Early Years and Foundation Stage Framework 2023 (EYFS)

Digital and technology standards for schools and colleges (2023)

Section 175 of the Education Act 2002 (or Section 157 in relation to independent education provisions, academies and post-16 providers) requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

The duties for all academies – including all free schools and independent schools – to safeguard and promote the welfare of pupils at the school/college is set down in Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2019](#).

Coppice Academy's policy reflects these duties and complies with our funding agreement and articles of association.

Safeguarding statement

Coppice Academy recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Coppice Academy believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Coppice Academy recognises the importance of providing an ethos and environment within

school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children’s wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide. Our core safeguarding principles are:

Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support: for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.

Working with parents and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

Safeguarding policies and procedures

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our child protection policy which can be viewed in the policies section on our website.

Policies, procedures and requirements	Where you will find the policy/procedure
Child protection (including online safety, low level concerns policy and child-on-child abuse as required by KCSIE ‘24)* Looked after and previously looked after children – designated teacher* Pupil premium statement* Mental health and wellbeing	Coppice Academy - Our Policies
Equality information and objectives* Special educational needs and disabilities* Accessibility plan*	Coppice Academy - Our Policies
Premises management documents* Healthy and safety* Risk assessments* First aid* Lettings	School network School network School network Meditracker School network

<p>Attendance Behaviour in schools (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)* Behaviour principles written statement*(maintained) Exclusions*</p>	<p><u>Coppice Academy - Our Policies</u> School Network</p>
<p>Online safety (including how school is meeting the filtering and monitoring requirements of the Digital and technology standards for schools) Acceptable use of social media Mobile and smart technology Data protection and information sharing* Protection of biometric information*</p>	<p><u>Coppice Academy - Our Policies</u> School Network</p>
<p>Children with health needs who cannot attend school* Supporting children with medical conditions in school/Medicines in school* Personal and intimate care</p>	<p>School Network</p>
<p>Staff discipline, conduct and grievance (procedures for addressing)* Staff behaviour/code of conduct (including reference to low level concerns, managing allegations against staff and whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media policies as required by KCSiE '24) Statement of procedures for dealing with allegations of abuse against staff* Safer recruitment Single central record of recruitment and vetting checks* Visitors' protocol Governor code of conduct Governor training record</p>	<p>School network Online SCR School network Governor Hub Governor Hub</p>
<p>Early years foundation stage*</p>	<p>N/A</p>

Relationships and sex education* Drug and alcohol education/managing substance related incidents	School Network <u>Coppice Academy - Our Policies</u>
Educational visits	<u>Coppice Academy - Our Policies</u>
School complaints* Whistleblowing*	<u>Coppice Academy - Our Policies</u>
Confidentiality	<u>Coppice Academy - Our Policies</u>

Appendix 1: Lettings checklist for providers using the school site

School and college safeguarding policies should set out the arrangements for individuals coming onto their premises, which may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

KCSIE 2024

Name of school providing the letting:

Name of provision letting:

Agency/Sector (e.g.: education, early years, childcare, over 8 years play work, health):

Owner of Provision (name and signature):

Manager of Provision (name and signature):

Confirmation of safeguarding arrangements for letting agreements

Designated member of staff for child protection	YES	NO
Name of designated member of staff		
Designated member of staff has attended the Solihull Safeguarding Children Partnership training for designated members of staff for child protection (module 2 multi-agency working, and child criminal exploitation, early help and neglect modules). In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
All staff, volunteers, committee members and students have been trained in safeguarding awareness which focuses strongly on child protection and is refreshed on a three year basis. In addition regular updates take place at least annually to ensure knowledge, skills and understanding are refreshed.	YES If yes, date attended:	NO
Have all staff read and understood Chapter 1 of Keeping Children Safe in Education?	YES	NO
Does the setting have clear procedures for vetting visitors and a visitor record book for signing in and out?	YES	NO
Does the setting have an effective child protection policy and procedures in place (including a clearly mapped referral process and clear escalation process) which has been shared and read by all staff?	YES	NO
Are there procedures in place to ensure new staff / volunteers / committee members Are inducted to the child protection policy and procedures by the Designated Member of staff for child protection? Receive child protection awareness training within 12 weeks of appointment?	YES	NO
Are staff and leaders clear on how to act in the event of specific safeguarding concerns particularly how to act to safeguard pupils who	YES	NO

are at risk of or experiencing child criminal and sexual exploitation, peer on peer abuse (including bullying, physical abuse, sexual violence and sexual harassment, sexting, upskirting, initiation/hazing type violence and rituals), contextual safeguarding, missing children, female genital mutilation (FGM) and radicalisation or violent extremism?		
Does the provision have an up to date safer recruitment policy and procedures which are applied to every appointment?	YES	NO
Has the chair of each recruitment panel attended safer recruitment training in line with Solihull SSCP requirements?	YES	NO
Does the setting maintain a single central record for all staff, the manager and the owner, which confirms that they are suitable to work with children – including a relevant qualifications check and children’s workforce DBS check (in line with SMBC model SCR)?	YES	NO
Have relevant staff been asked the question around childcare disqualification and have leaders taken appropriate action?	YES	NO
Does the provision have a managing allegations policy and procedures in place which are understood by all including dealing with allegations against the manager/owner?	YES	NO
Have leaders who manage allegations against staff read chapter 4 of keeping children safe in education	YES	NO
Have leaders involved in managing allegations attended SSCP managing allegations training?	YES	NO
Does the provision have a whistleblowing policy and procedures in place which is clearly understood by all?	YES	NO
Does the provision have a health and safety policy and clear risk assessments in place and clear processes to manage risk?	YES	NO
Have all staff attended health and safety awareness training?	YES	NO
Does the provision have clear fire evacuation procedures and regular fire drill practice?	YES	NO
Is the provision registered with Solihull environmental health? Do staff receive appropriate environmental health training (eg: food handling)?	YES	NO
Does the provision have clear confidentiality procedures in place including secure storage of confidential information?	YES	NO
Does the provision have an online safety policy and protocols to ensure the safety of children and young people?		
Has your club/organisation achieved Clubmark status?	YES If yes, when?	NO
If no, is your club/organisation working towards Clubmark?	YES	NO
Is your club/organisation affiliated to a governing body?	YES If yes, please state which governing body	NO
Does your club/organisation access any local forums?	YES Please	NO

	state	
Further guidance: <u>After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK (www.gov.uk)</u>		
<u>Introductory guide to safeguarding and child protection NSPCC Learning</u>		
<u>Safer sports events training NSPCC Learning</u>		