



SAFEGUARDING THE WELLBEING OF STUDENTS

Introduction

The first priority of Bradford Academy is safeguarding the wellbeing of our students. We are committed to the highest standards in protecting and safeguarding the students entrusted to our care at all times.

Safeguarding is 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.

Safeguarding at Bradford Academy

Bradford Academy provides a **values rich environment**, dedicated to the **affirmation, formation and high standards of achievement** for all our learners; in other words, that all learners in the Academy are **known, valued and understood**. **Justice** is the governing authority in the Academy. The higher the standard of justice in the learners' rights and the Academy's values, the higher the levels of learning, empathy and tolerance in student achievement and formation. These principles are the rights of all the learners, both student and staff and should be the guiding principles underlying all Academy policies and procedures. To ensure that we are able to fulfill our mission, vision and values, we need to fully implement the DSCF guidance on safeguarding the wellbeing of children.

Student learning cannot be separated from student welfare. All Bradford Academy staff work collaboratively to ensure that our students become successful learners and develop positive attitudes and behaviours. We recognize that the personal, ethical and interpersonal development of young people constitutes three intertwined and important curriculum issues:

"Schools do not only teach subject matter or develop instrumental skills. They are necessarily involved in shaping young people (and they) deliberately provide opportunities for young people to reflect upon and shape themselves in intrapersonal and interpersonal ways." Ainley et al, 1998

A key part of the development of our Professional Learning Community has been to provide all our students with a safe learning environment that will best nurture their development. We know that the social and emotional issues of students have great impact upon the community, locally, nationally and internationally, and may create serious, ongoing problems. Every member of staff at the Academy plays an important role in prevention and early intervention programmes and activities to strengthen the resilience of students as they learn and develop into responsible and active citizens. All staff, through recruitment, induction and ongoing training understand the importance of safeguarding, and the contribution they make to ensure that our learners are kept safe.



Through our curriculum design, learning and teaching and seeking student voice opinions, we need to provide opportunities to ensure that our learners feel safe in school, understand issues relating to safety, such as bullying, and know where to seek support if they feel unsafe.

The 'Every Child Matters' outcomes provide Bradford Academy with the ideal vehicle for ensuring that all our learners:

- ◆ Be healthy
- ◆ Stay safe
- ◆ Enjoy and achieve through learning
- ◆ Make a positive contribution to society
- ◆ Achieve economic well-being

At Bradford Academy, we have:

- ◆ created high quality partners with our parents to ensure that they are at the 'heart of learning' and feel fully engaged in supporting the learning of their children.
- ◆ provided a personalised learning environment to ensure that all our learners are known, valued and understood.
- ◆ establish high quality multi-professional collaboration within the Academy to ensure that we implement the requirements of the Common Assessment Framework and support all our learners so that we remove the barriers to learning.

WHOLE-ACADEMY APPROACH – THE ROLE OF STAFF

Personalising Learning is at the heart of the culture of the Academy and it is the responsibility of all the staff at the Academy to ensure that all our learners are known, valued and understood. We recognize that students do not learn within a vacuum. They bring with them from their home and community a wide range of strengths and weaknesses that will impact upon their potential to learn.

At Bradford Academy, all students are placed in a vertical home team facilitated by a member of staff who acts as a **learning guide**. Home teams meet 3 times a week. Home Teams 'check in' on Monday, 'check up' on Wednesday and 'check out' on Friday. These structured, 30 meetings enable the learning guide to identify the needs of the students in their home team, take action to meet these needs and to monitor and review progress. Learning guides have a responsibility to respond when students experience difficulty with their schooling, so it is imperative that they identify and act on their concerns to enable early and effective intervention for students. Risks for students may involve individual, social, emotional or physical factors, or may be related to family or community factors. Students may require additional support, either from staff within the Academy, or through referral to our multi-professional team appropriate professional development to enable the issues of concern to be addressed within a safe environment.

The Head of House lead the team of learning guides, supported by the **Pastoral Support team** and the **multi-professional team** to ensure that there is consistency, continuity and high quality support for learning across the Academy.



The **Raising Achievement Team** links with the **Heads of House** and **Pastoral Managers** to ensure that the progress of all learners is tracked, and any concerns regarding Safeguarding are raised with key staff with responsibility for safeguarding including referral to the **Designated Child Protection officers** where necessary. Weekly CAF meetings are held where students at risk are discussed by the Multi-Professional Team, and appropriate interventions implemented. Where there are issues regarding attendance, the **attendance team** will track students at risk, and notify the appropriate external agencies where necessary.

SAFEGUARDING POLICY PORTFOLIO

Our integrated Safeguarding Portfolio details how we safeguard the wellbeing of our students. It includes:

- ◆ Child Protection Policy (includes Whistleblowing Procedures and information regarding Confidentiality and Information Sharing)
- ◆ Equal Opportunities Policy (including dealing with racist incidents and Single Equity Plan)
- ◆ Sex and Relationship Policy
- ◆ Drug and Substance Misuse
- ◆ Positive Behaviour Policy
- ◆ Anti-bullying Policy
- ◆ Care and Control Policy (use of physical intervention)
- ◆ Health and Safety Policy (which includes educational visits, First Aid and school security)
- ◆ Recruitment and Selection Policy
- ◆ Whistleblowing Procedures
- ◆ Complaints Procedure
- ◆ Managing Allegations Policy
- ◆ Meeting the needs of students with medical conditions (including intimate care)

Copies of all these policies are on the school Learning Gateway and website. In addition, all staff are provided with an 'essential guide to Safeguarding' to summarise their key responsibilities to safeguard the well being of our students.

In the implementation of these policies, we can ensure that we have a consistent and comprehensive whole Academy approach to safeguarding the wellbeing of all our students.

SUCCESS CRITERIA FOR STUDENT WELLBEING

Through our Academy approach to student well-being, it is our aspiration to meet the following success criteria from the Ofsted Evaluation Schedule (2009).

The extent to which pupils feel safe: (Outstanding)

Pupils have an excellent understanding about what constitutes unsafe situations. They maintain a well-tuned perspective of their own safety and that of others. Pupils say they feel safe at school at all times. Parents and carers strongly agree that the school keeps pupils safe. Groups representing a wide range of pupils are entirely confident that issues they raise will be dealt with promptly and effectively by the school.

The effectiveness of safeguarding procedures: (Outstanding)

The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school has excellent quality assurance and risk assessment systems which are routinely informed by pupils' and parents' views, including those who may have barriers to communication. There is comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of school's life. The school's collaborative working with other key agencies is exemplary.

