We all know the signs to look for to see if our pupils are at risk, but as a team we will work to improve each other's knowledge and support each other with any concern or question. The important thing to remember is that the child is the centre of what we do. Their safety comes before anything else, if you aren't sure; ask. There is no such thing as a stupid question, and by asking our collective knowledge will grow.
Remember, if you suspect or are worried about something write it down on a Cause for Concern Sheet shared with all staff on the Google Drive in the Staff Safeguarding folder, you can email any of us or of course come and talk to us!

Who's who in safeguarding at Coal Clough Academy?

Senior Leadership Team
- Gary Holding
- Vicky Allen
- Holly Clarke
- Dee Woods
- Shaun Flatley
- Dillon Yates
- Nathanial Eatwell

Designated Safeguarding Lead
- Nathanial Eatwell

Designated CLA Teacher
- Beverley Bolton

Assistant DSL’s
- Jayne Hambley
- Dillon Yates
- Beverley Bolton

Pastoral Team
- Dillon Yates
- Sonya Johnson
- Graham Hawkins
- Edel McGinn
- Vikki Bishop
- Nathanial Eatwell

Our Policies

Our safeguarding policies can be found on our website or by clicking these links:

Child Protection Policy
Prevent Policy
Anti Bullying Policy

As a member of staff you will also have access to the staff handbook which will detail school policy on social media access and also hopefully answer any other questions.
Keeping children Safe in Education

Keeping children Safe in Education 2016 is the Statutory Guidance issued by the government for all staff working in with children and young people in educational settings. It is broken down into four sections, one each for the following areas:

- All staff
- Management of Safeguarding
- Safer Recruitment
- Allegations of abuse Against Staff

In our hand book we'll summarise some key points from section one which is mandatory for all staff to read but there is also a link to the full document here.

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.

Role of school and college staff

All school and college staff have a responsibility to provide a safe environment in which children can learn. Paragraphs 6-20 explain the role of school and college staff in safeguarding, and what they need to know and look out for.

In particular, it says all school and college staff have a responsibility to provide a safe environment in which children can learn. They should also:

- Be aware of systems within their school which support safeguarding and have these explained to them during induction. This includes the child protection and staff behaviour policies, and the role of the designated safeguarding lead (DSL)
- Be aware of the early help process and be prepared to identify children who may benefit from early help
- Be aware of the process for making referrals to social services
- Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure

Receive appropriate child protection training which is regularly updated

Always act in the best interests of the child
Actions to take where staff have concerns

The updated version of the guidance makes a distinction, in paragraphs 21-28, between action to be taken where a member of staff has concerns about a child, and action to take where a child is in immediate danger or at risk of harm.

Where a staff member has concerns about a child, he/she will make a decision on how to act. This would usually involve a conversation with the DSL about what action to take, including whether a referral needs to be made, though any member of staff can make a referral to social services.

However, if the staff member believes a child is in immediate danger or at risk of harm, he/she should make a referral to children’s social care and/or the police immediately. If a referral is made without the DSL’s knowledge, he/she should be informed as soon as possible. Paragraph 29 says all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

The guidance also explains that where a teacher discovers that female genital mutilation (FGM) has been carried out on a girl under the age of 18, he/she must report this to the police.

Paragraphs 31-34 set out what staff should do where they have concerns about another staff member (including the head teacher) or the school’s safeguarding practices.

Poor practice

Examples of poor practice are outlined in paragraph 30, and include:

Failing to act on early signs of abuse and neglect
Poor record keeping
Failing to listen to the views of the child
Failing to reassess concerns where the situation does not improve
Sharing information too slowly
Failing to challenge those who are not taking action

Types of abuse and neglect

Paragraphs 35-40 define:

Abuse
Physical abuse
Emotional abuse
Sexual abuse
Neglect
Staff should also know that safeguarding issues can manifest via peer-on-peer abuse...

Specific safeguarding issues

The guidance explains in paragraph 41 that all staff are expected to be aware of safeguarding issues such as drug use, child sexual exploitation and radicalisation. Staff should also know that safeguarding issues can manifest via peer-on-peer abuse, including bullying and sexual assault.
Working Together to Safeguard Children

This guidance was published in 2009 by the Department for Children, Schools and Families (DCSF) and offers excellent advice to staff and school leaders. The document offers practical steps and reminds adults that they are responsible for their actions and for ensuring that staff teams support each other in maintaining high-quality safeguarding across their organisation. It is well-worth ensuring that all staff can access this information and new staff ought to be given a copy for their own reference. The document has now been archived, but can be downloaded at the link below.

The ‘Safer Working Practice’ guidance covers the following areas:

1. Propriety and Behaviour
2. Dress and Appearance
3. Personal Living Space
4. Gifts, Rewards and Favouritism
5. Inflations
6. Communication with Children and Young People (including Use of Technology)
7. Social Contact
8. Sexual Contact
9. Physical Contact
10. Other Activities that Require Physical Contact
11. Behaviour Management
12. Use of Physical Intervention
13. Children and Young People in Distress
14. Intimate Care
15. Personal Care
16. First Aid and Administration of Medication
17. One to One Situations
18. Home Visits
19. Transporting Children and Young People
20. Trips and Outings
21. Photography and Video
22. Access to Inappropriate Images and Internet Usage
23. Whistle Blowing
24. Distress
25. Children and Young People in Use of Physical Intervention
26. Behaviour Management
27. Use of Physical Intervention
28. Children and Young People in Distress
29. Intimate Care
30. Personal Care
31. First Aid and Administration of Medication
32. One to One Situations
33. Home Visits
34. Transporting Children and Young People
35. Trips and Outings
36. Photography and Video
37. Access to Inappropriate Images and Internet Usage
38. Whistle Blowing
39. Propriety and Behaviour
40. Dress and Appearance
41. Personal Living Space
42. Gifts, Rewards and Favouritism
43. Inflations
44. Communication with Children and Young People (including Use of Technology)
45. Social Contact
46. Sexual Contact
47. Physical Contact
48. Other Activities that Require Physical Contact
49. Behaviour Management
50. Use of Physical Intervention
51. Children and Young People in Distress
52. Intimate Care
53. Personal Care
54. First Aid and Administration of Medication
55. One to One Situations
56. Home Visits
57. Transporting Children and Young People
58. Trips and Outings
59. Photography and Video
60. Access to Inappropriate Images and Internet Usage
61. Whistle Blowing

Further Guidance

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.
Find 626 synonyms for "working together" and other similar words that you can use instead based on 6 separate contexts from our thesaurus. Need synonyms for working together? Here’s a list of similar words from our thesaurus that you can use instead. Contexts:

- Index coaction, connivance
- Working together

Burton’s Legal Thesaurus. William C. Burton. 2006

Law dictionary.

One Nation Working Together rally

Participants Sponsored by over 400 progressive organizations such as unions and political advocacy groups Location The National Mall Washington, D.C. Date October 2, 2010 Website

Wikipedia. Act of working together

Burton’s Legal Thesaurus. William C. Burton. 2006

Law dictionary.

Five guys on the court working together can achieve more than five talented individuals who come and go as individuals. Kareem Abdul-Jabbar.

The combined results of several people working together is often much more effective than could be that of an individual scientist working alone. John Bardeen.

Coming together is a beginning. Keeping together is progress. Working together is success. Henry Ford.

Teamwork makes the dream work. Bang Gae.

Working Together: Why Great Partnerships Succeed is a nonfiction book by American business executive and author Michael Eisner. It documents the former Walt Disney Company CEO’s partnerships throughout his own career, plus others throughout modern history such as Warren Buffett and Charlie Munger, Bill Gates and Melinda Gates, and Brian Grazer and Ron Howard.