



# KING JAMES I ACADEMY

## Child Protection Policy

Date Adopted by Governors: July 2017

Date of Next Review: July 2018

## **Child Protection Policy**

### **1. Introduction**

Child abuse is defined by the Children Act as being “where a child is, or is likely to suffer, significant harm.....” and child protection is about protecting children from these kinds of abuse, both by identifying and responding to individual cases of abuse, and by creating an environment, both physical and intellectual, which protects children from abuse and provides them with the inner resources to protect themselves from abuse.

All children and young people are in need of, and have a right to, protection from all harmful influences whether these are illness, disease, accidental injury, or direct abuse. The responsibility to protect children lies first and foremost with their parent(s) but the whole community also has a role to play.

*(Children and Families 1994 DCC para. 7.1)*

Because of their day to day contact with individual children, teachers and other staff in the education service are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.

*(DfEE Circular 10/95 para. 8)*

This Policy must be read in conjunction with the Local Safeguarding Children’s Board Child Protection Procedures.

### **2. The Policy Statement**

Children achieve their maximum potential in an environment which is safe, secure and supportive of all their needs, including any needs they have to protection from abuse.

Our Academy is committed to promoting the welfare of all children by working in partnership with parents, the LA and with all relevant agencies and partners in child protection and through the single assessment procedure, in accordance with locally agreed procedures and practices.

Our policy applies to all members of the Academy community in its widest sense, including children and young people, their parents/carers, Academy staff, governors, and all the local and wider community where they interface with the Academy. Within its framework, the policy outlines their entitlements and responsibilities in securing the protection of children, who attend the Academy.

Our Mission is.....

- To identify and fulfil the needs of every pupil and nurture the ‘growth’ of each individual;
- To continue to raise standards and stimulate learning through a range of motivating and challenging experiences that extend beyond the classroom;
- To tackle low expectations and raise aspirations by offering clear pathways to further and higher education and work-related learning;
- To provide a stimulating journey to adulthood and working life so that our pupils take up worthwhile places in their communities;

- To equip all pupils to recognise their rights and responsibilities as citizens of their local, wider and global communities;
- To engender a belief in lifelong learning for pupils and members of the wider community through a range of family learning experiences and opportunities for adults to return to learning.

### **3. Principles of the Policy**

Our policy is underpinned and shaped by the Children Act 2004, the Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2016, the Local Safeguarding Children's Board (LSCB) procedures and other relevant legislation and guidance, including LA guidance.

Where a Local Authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the Children's Act states that:-

"The Authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare".

This Academy will support the LA in assisting in identification, investigation and support in cases where children are suffering or vulnerable to harm.

In support of the ethos of our Academy, the staff and governors are committed to supporting the following principles:-

- The welfare and well-being of the child is of paramount importance;
- Our policy works on the premise that abuse takes place in all communities and Academies are particularly well placed to identify and refer concerns and also to act to prevent children and young people from being abused;
- We respect and value each child as an individual;
- We are a listening Academy, and encourage an environment where children feel free to talk knowing that they will be listened to;
- The protection of children from abuse is a whole Academy issue, and the responsibility therefore of the entire Academy community;
- Our policy should be accessible in terms of understanding and availability. As a result the definition of child abuse is known and understood by all, and procedures are known and understood by all;
- Our policy will be developed in consultation with our relevant partners in Child Protection;
- We will use the Academy's curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators;
- Our Academy is a "telling/listening environment with an 'open door' policy and areas of secrecy are discouraged.

## **4. Rationale**

This policy statement aims to show that it is vital that King James I Academy has a whole organisation approach to the positive aspects of child protection issues. The policy is linked directly to LSCB procedures in order to encourage their use and acceptance.

## **5. Definition**

The categories of abuse are defined in Working Together to Safeguard Children (paras. 2.4 – 2.7).

### **5.1 Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen syndrome by proxy.

### **5.2 Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

### **5.3 Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact. They may also include non-contact activities, such as involving children in looking at or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **5.4 Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in a serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **6. Entitlement**

The staff of King James I Academy will endeavour at all times to provide a happy and stimulating environment where staff, students, pupils, parents, carers and voluntary helpers will feel welcome and want to be part of the Academy day and where all adults will be vigilant in ensuring that the needs of the children will be met in the areas of child protection issues, specifically physical and emotional abuse, neglect, and sexual abuse.

## **7. Policies**

## 7.1 Relation to other policies

- How does this policy link with other Academy policies - for example
  - equal opportunities and racial equality
  - sex education
  - anti-bullying
  - personal and social education
  - spiritual, moral, social and cultural (citizenship)
  - drugs policy
  - administration of medicines
  - physical control of pupils (restrictive physical interventions)
  - Prevent
  - Behaviour
  - Health & Safety
  - School Visits
  - ICT

## 8. Roles

### 8.1 Role of the designated teacher (Ms Mhairi Stewart)

<b>Entitlements To:</b>	<b>Responsibilities For:</b>
<ul style="list-style-type: none"><li>• Appropriate support from the Head Teacher and Governors and other staff in child protection issues.</li><li>• Appropriate regular training to enable him/her to be aware of current child protection issues.</li><li>• Access to support from other agencies e.g. First Contact, and LA, involved in child protection issues.</li><li>• A policy framework for management of and guidance of child protection issues in Academy.</li><li>• An understanding that partners all will carry out their role in line with LSCB procedures and the Working Together to Safeguard Children Protocol 2016.</li></ul>	<ul style="list-style-type: none"><li>• Being fully conversant with the Local Safeguarding Children's Board child protection procedures.</li><li>• Enacting those procedures when cases of abuse are reported.</li><li>• Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they remain alert to those responsibilities.</li><li>• Liaising with First Contact and other agencies in individual cases, and on general issues in connection with child protection.</li><li>• Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse.</li><li>• Being responsible for ensuring that relevant staff training takes place including the induction of new staff and that he/she is trained appropriately for the role of</li></ul>

designated teacher.

- Ensuring that the Academy is represented when appropriate at child protection conferences, and that those representing the Academy are aware of the procedures and requirements of the conference in terms of reports and chronologies.
- Attending strategy meetings and Team Around the Family Meetings where appropriate.
- In conjunction with the Head Teacher, ensuring that those arrangements emanating from the child protection conference which relate to the Academy are carried out fully.
- Ensuring that information on individual cases is shared with people who 'need to know', but that it is passed only to those people.
- Ensuring that appropriate records are kept securely in accordance with counth guidance and protocols.
- Working with the Head Teacher or other curriculum leaders on areas where there may be input on child protection into curriculum areas.
- Supporting any staff involved in reporting child abuse cases.
- Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged.
- Liaising with the Head Teacher on monitoring and reviewing the policy.
- Maintaining a system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues.

## 8.2 Role of the Headteacher (Mr N Grieveson)

### Entitlements To:

- Support from governors, staff and the

### Responsibilities For:

- Protecting children from abuse.

LA and other partners in child protection in relation to child protection matters.

- A policy framework for management of child protection from Governors.
- Training/advice/information/support from the LA and other agencies on child protection matters.
- Access to consultation from First Contact
- Access to consultation from the LADO (Local Authority Designated Officer) in cases of allegations against staff.
- All partners in child protection will carry out their role as prescribed by the LSCB procedures.
- Effective communication and information channels from Police First Contact and other partner agencies.
- Representation on the DCPC through direct representation or the LA.

- The effective day to day management of child protection in accordance with LSCB procedures.
- Ensuring that there is a designated child protection teacher at an appropriate senior level, who is in a position to liaise with First Contact and Police as appropriate.
- Disciplinary issues relating to staff (including suspension where appropriate) and conducting internal investigations.
- Providing a clear lead and sense of direction to the Academy on child protection matters.
- Ensuring that the policy framework agreed with Governors is implemented.
- Informing governors of suspensions of staff in allegations about child abuse.
- Recognising and identifying the individual needs of children.
- Giving privacy, support and information to abused children.
- Creating an ethos in Academy where children know that they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- Working with Governors and staff towards creating a 'safe' Academy.
- Ensuring staff receive appropriate Child Protection training
- Ensuring that Academy child protection policy is communicated to staff and parents and volunteers.
- Undertaking Safer Recruitment training as detailed in LSCB procedures.
- Safe and secure recruitment policy and practice which reflects child protection issues.

### 8.3 Role of Academy Staff Including Support Staff and Voluntary Helpers

#### Entitlements

##### To:

- A range of training opportunities on child protection matters.
- Training to refresh level 1 knowledge about child protection at a minimum of every three years.
- Advice, guidance, information and support from the LA in relation to individual cases and whole Academy issues, as appropriate.
- Regular "in-house reminders about roles, responsibilities, signs and symptoms of concern and about appropriate response to disclosures.
- An agreed child protection policy framework established by Governors.
- Appropriate procedures in line with LSCB procedures.
- Clear, and well publicised lines of communication between the Academy and the LA, Police, First Contact and other agencies.
- Guidance about child protection management and development from relevant agencies, including the LA.
- Support from LA for staff subject to allegations.
- Advice about union membership.

#### Responsibilities

##### For:

- Protecting children from abuse.
- Implementing and working with the framework of the Academy policy on child protection.
- Responsibly to act upon concerns.
- Acting as positive role models for parents and children.
- Making referrals preferably via the designated teacher to the appropriate agencies in accordance with LSCB procedures.
- Working in partnership with other agencies and the LA.
- Providing a safe, secure and supportive learning environment for children and young people.
- Listening to children and responding in an appropriate way.
- Managing and supporting abused children.
- Respecting and valuing children as individuals.
- Recognising and addressing the individual needs of children.
- Working towards an ethos in the Academy where children feel they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- Working with the Head teacher and governors in creating a 'safe' Academy.

### 8.4 Role of Governors

#### Entitlements

##### To:

- Support/training/guidance/information from the LA regarding child protection matters, at a level appropriate to Governors.

#### Responsibilities

##### For:

- Protecting children from abuse.
- Ensuring that staff/pupil anonymity is safeguarded in all their procedures.
- Ensuring that LA guidelines and LSCB



- To be informed when a member of staff has been suspended.

procedures are followed where allegations are made against the Academy's head teacher.

- Providing the policy framework within which the Academy staff will manage child protection matters.
- Ensuring that child protection implications are considered when recruiting and selecting Academy staff.
- Ensuring that there is a risk assessment made of the Academy, which has regard to Child Protection matters.
- That policy review and monitoring arrangements are defined and implemented.
- The allocation of appropriate resources for the Head teacher and staff to manage child protection appropriately in line with Keeping Children Safe in Education 2016.
- Ensuring an appropriate training programme is supported and followed in Academy.
- Undertaking Safer Recruitment training as detailed in LSCB procedures.
- Ensuring disciplinary action is taken against staff where necessary.
- Ensuring appropriate procedures are in place and that these follow LSCB procedures.
- Supporting the Head teacher in relation to child protection matters.
- Working with the Head teacher and staff towards creating a safe Academy.
- Annual or more frequent termly updates about safeguarding and child protection matters in school and the work of the designated safeguarding lead.

## 8.5 Role of Parents/Carers

### Entitlements

#### To:

- A safe, secure and supportive Academy environment for their child/children.
- Their children being listened to and appropriate action being taken.
- Their children being valued and respected as individuals.
- Their children having their individual needs recognised and addressed.
- Their children having the freedom to enjoy the activities and experiences appropriate to their age and developmental stage.
- Their children having privacy, support and information where abuse has been recognised.
- Their children being safeguarded from inappropriate and damaging influences and experiences.
- Their children having their concerns/disclosures recognised and acted upon in accordance with agreed procedures.
- Their children attending a Academy which manages child protection effectively and efficiently.
- Their children knowing that they can disclose their concerns and fears.
- Their children having information about the Child Protection Policy and how it pertains to them.
- Their children having access to appropriately trained adults to discuss their concerns.
- Information and access to the Child Protection Policy and how it relates to them.
- Access to appropriate support.
- Consultation about the Child Protection policy.

### Responsibilities

#### For:

- Protecting their child/children from abuse.
- Providing a safe, secure and supportive home environment for their child/children.
- Working positively with the Academy in all matters pertaining to their child/children's welfare, education and development.
- Providing positive role models and experiences for their children in relation to their child/ children's physical, sexual, and emotional developments.
- Listening to their child (ren), and taking appropriate action following their disclosures.
- Showing value and respect for their child as an individual.
- Providing activities or experiences appropriate to the age and developmental stage of the child.
- Supporting the staff, Governors and children in creating a 'safe' Academy.
- Keeping school regularly informed of important information needed to safeguard their children: up to date contact numbers, address, change of adult with parental responsibility.
- Informing school should their child be absent from school or not in the appropriate place.

## 8.6 Role of Children

### Entitlements To:

- A safe, secure and supportive Academy environment.
- Being listened to and appropriate responses being made.
- Being valued and respected as an individual.
- Having their individual needs recognised and addressed.
- The freedom to enjoy the activities and experiences appropriate to their age and development stage.
- Privacy, support and information where abuse has been recognised.
- Being safeguarded from inappropriate and damaging influences and experiences.
- Having their concerns/disclosures recognised and acted upon in accordance with agreed procedures.
- An Academy which manages child protection effectively and efficiently.
- Knowing that they can disclose their concerns and fears.
- Information about the Child Protection Policy and how it pertains to them.
- Access to appropriately trained adults to discuss their concerns.
- Protection from abuse in accordance with policy strategies laid down.
- A curriculum that addresses child protection and safeguarding themes, promotes welfare and increases resilience amongst children and young people.

### Responsibilities For:

- Supporting one another by passing on concerns, within a context of a 'telling Academy' approach.
- Honesty, in relation to any disclosures they make.
- Working with the staff of the Academy in creating a 'safe' Academy.
- Following Academy rules and behaving responsibly.

## 8.7 Role of Local Education Authority

### Entitlements

#### To:

- Expecting that Academies will work within the framework of the LSCB Child Protection procedures issued to all Academies.
- Recognition as a partner in child protection by other partners, and as a contributor to multi-agency procedures.

### Responsibilities

#### For:

- Protecting children from abuse.
- Assisting or advising Academies/parents in making referrals.
- Maintaining an overview of child protection matters.
- Providing guidance, information, support and advice to Academies on child protection matters.
- Providing a range of appropriate training opportunities to Academies.
- Maintaining professional confidentiality.
- Working with other partners in child protection.
- Developing practice issues.
- Representing Academies in LSCB/DCPC's and on other relevant bodies.
- Developing policy with LSCB partners.
- Pursuing individual casework on child protection matters in line with agreed procedures.
- Supporting Academy staff subject to allegations.
- Clear and well publicised lines of communication between the Academy and the LA, Police, First Contact and other agencies.
- Giving guidance about child protection management and development from relevant agencies.
- Supporting Head teachers in relation to Child Protection matters.
- Carrying out the LA role in Child protection matters according to LSCB procedures.

## 8.8 Role of LA Support Staff/Professional Officers

### Entitlements

#### To:

- Appropriate training to maintain awareness and knowledge of procedures in connection with Child Protection.
- Adherence to the LSCB procedures by all concerned.
- Access to, and support and guidance from, named officers in the lead agencies.

### Responsibilities

#### For:

- Offering additional advice and support to Head Teachers, designated teachers and any colleague (e.g. those in Community Education) on Child Protection matters.
- Fulfilling their role in Child Protection matters in accordance with their job description, including attending Strategy meetings as appropriate.
- Ensuring appropriate referrals are made to Police, First Contact or designated officer in the Department.
- Maintaining professional confidentiality.
- Establishing effective working relationships with colleagues in other agencies.
- Assisting in the provision of training to Academies and other professional colleagues.
- Dissemination of information from LSCB/DCPC or sub-groups as appropriate.
- Assisting in supporting children in need of protection, who may be excluded from the Academy.

## 8.9 Role of First Contact and Other Partnership Agencies

### Entitlements

#### To:

- Support from all other agencies involved in Child Protection issues.
- Procedures being followed in line with LSCB procedures.

### Responsibilities

#### For:

- Clear and well publicised lines of communication between the Academy and the LA, Police, First Contact and other agencies.
- Recognising LA, Academies etc. as partners.
- Supporting Head teachers in Child Protection matters and providing training, advice and information.
- Providing consultative advice to Head teachers.
- Acknowledging the role of the designated teacher for Child Protection.
- Following their role in accordance with LSCB procedures.

## 9. Procedures

### 9.1 Listening to children and receiving disclosures

- All staff should make themselves available, give time to children and provide opportunities for children to talk;
- All staff (teaching and support) should be trained to know how to respond if a child makes a partial or full disclosure of abuse;
- All staff should be clear that they are not responsible for investigating abuse - but that their role is to listen and then pass on the information to the appropriate person, in line with LSCB procedures;
- Staff receiving a disclosure should not promise confidentiality but should explain that what the child has said will mean that they will have to refer to people who deal with these matters.

#### Thus:

- (i) The child should be allowed to make the disclosure at his/her own pace and in this/her own way;
- (ii) The member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) Should not probe for any information that the child does not volunteer.

The policy also states:

- Suitable quiet locations for conversations may be a classroom or an office;
- This may occur at any time in the day/in the curriculum for discussion;
- Information about concerns to be notified to Designated CP teacher within the hour.

### 9.2 Responding to concerns and disclosures

What staff should do?

Having received a disclosure or information about child abuse, staff should immediately report the matter to the designated teacher. However, should this prove difficult, reporting should not be delayed.

The quality of the initial information is important. As well as basic information regarding child's name, address, date of birth, and any contact telephone number, careful attention needs to be paid to what is actually said and the child's demeanour and personality:

- Academy staff should **not** make enquiries of parents or carers once **suspicions** have been aroused (i.e. Academies should not investigate);
- If information is volunteered by parents/carers it should be recorded formally;
- Precise details of the referral should be formally recorded in Academy and copies of correspondence kept securely and separately from child's individual file (the individual file should be marked to show the existence of the referral file);
- Should the child need immediate medical attention Academy staff should accompany the child to the accident and emergency department of hospital. First Contact should be

informed immediately about a child being taken to hospital regarding a Child Protection matter, to ensure that the appropriate paediatrician sees the child. Durham Education should also be informed and in this case parents should be notified of the action;

- Staff should not interview the child concerned, or other children (or other staff especially in the case of allegations against a member of staff);
- The designated teacher may ask other staff if they have concerns to share and ask them to monitor a particular situation to provide additional information.

### **9.3 Referral procedures**

Local LSCB guidelines dictate what these procedures are:

- In the event of a child disclosing to a member of staff, that member of staff should immediately report the information to the designated teacher;
- Where the designated teacher is unsure about whether a case should be referred he/she should seek advice from First Contact and/or the nominated officer at the LA;
- Remember: A conversation taking place to discuss whether the concerns are valid does not constitute making a referral;
- The designated teacher should make a referral by contacting First Contact or the Police on the telephone numbers below. If contacting the Police, ask for the Child Protection Unit.

First Contact 03000 267 979  
Police 101

All child protection referrals once made, should be followed up in writing, using the Early Help Assessment Form. The original should be emailed to [firstcontact-gcsx@durham.gcsx.gov.uk](mailto:firstcontact-gcsx@durham.gcsx.gov.uk).

If a member of staff feels that the designated teacher/head teacher is not taking the concerns seriously enough, then it is appropriate to make a direct referral to First Contact.

### **9.4 Managing investigations**

On having concerns about a child protection issue, or receiving a disclosure a member of staff should:

- Inform the designated teacher, who should in turn report immediately to First Contact;
- Complete any relevant forms (e.g. the Academy may have a “concern” form);
- Make available all handwritten notes duly signed and dated, which record as accurately as possible what the child said, when, and where;
- Make available any written evidence from the child - stories, drawings, etc.;
- Indicate the location of any bruising/marks on the relevant body outline sheet;
- Monitor the child for further concerns/signs;
- Give reassurance to the child;
- Treat all information with discretion and confidentiality.

The designated teacher should inform the member of staff if a referral is made to First Contact and, if possible, of any further development.

The Academy will need to decide and state:



- Any follow up strategies to support staff and children;
- How attendance at Case Conferences, involvement in care teams, and review meetings is to be managed;
- Who should write reports for case conferences?

## **9.5 Confidentiality and information sharing**

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

If a child confides in a member of staff and requests that the information be kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies. However, it is important to reassure the child that only those people who need to know will be told.

There is a delicate balance to be kept between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should be divulged on a 'need to know' basis only:

- Care should be taken to ensure that information is only given to the appropriate person;
- All people working within an Academy should be aware of the confidential nature of personal information about a student and the means of maintaining that confidentiality;
- Personal information about a student's family should be regarded as confidential;
- Any disclosure by a pupil should be led by the pupil at her/his pace, without pressure for detail from the teacher;
- If abuse is suspected, information should be given only to strictly relevant people such as the Head or designated senior member of staff;
- Other members of staff need to know only enough to prepare them to act with sensitivity to a distressed pupil. They do not need to know details;
- Disclosures of a safeguarding nature should be reported to the Designated Lead Ms M Stewart within the hour.
- The pupil, depending on his/her age, should be kept informed of who knows, and what they know, at all stages of the procedure.

## **9.6 Arrangements, management and dissemination of information**

The Academy will need to decide:

- How initial concerns may be recorded?
- How information flows from teacher to First Contact?
- How confidential information is stored securely and where?
- Who annotates the child's Academy record to draw attention to the existence of the confidential file and how is this done?
- Who would be considered as 'needing to know' in individual cases to help protect the child further?
- Who attends Child Protection Conferences, compiles reports and is involved in any follow up arrangements?
- Who records monitoring information, where and how?

- Who transfers the child's Protection File and relevant information on transfer to a new Academy and how this takes places?
- Who supports the child in future, and how a 'secure' environment can be provided for the child?

## **9.7 Parental involvement and communication with parents**

### **9.7.1 Parental involvement in the process**

*At disclosure:*

Staff and Head teacher must **not** take it upon themselves automatically to contact parents.

On referring a disclosure to First Contact the designated teacher should record the name of the person who took the referral and arrange when to expect feedback. Once the Strategy meeting has taken place future action will become clearer, but it would be useful for the Social Worker to be aware of the Academy's needs regarding talking to parents, e.g. when the child is taken to Academy the following day.

Where children are taken to hospital by Academy staff parents will need to be informed.

*Where parents report a case of abuse:*

The member of staff should note down what is said and report it immediately to the designated teacher. No attempt should be made to investigate, and questions should merely seek greater clarification to what is reported. Written and dated records should be kept of volunteered information.

Parents may need to be informed that once referred to First Contact, the Academy will be unable to give "progress reports" on the proceedings other than to explain the procedure.

## **10. Informing parents about policy and practice**

Parents need to understand that the Academy has a commitment to the welfare and protection of all children in its care.

A statement about the child protection policy should appear in the Academy's brochure, in terms of the policy being there to help children, and as part of the overall Academy approach to safety.

Parents may need to understand that there may be occasions when the Academy has to contact other agencies, before contacting parents, and indeed without contacting them, and the Academy may wish to include this as part of the child protection statement in the brochure.

This can obviously create tensions especially if the Academy has previously had good/reasonable relations with a parent; it is therefore important that parents are aware of the stance the Academy takes on Child Protection, and are knowledgeable about the Academy policy.

## **11. Recording and record keeping**

- Any member of staff receiving a disclosure of abuse, or noticing signs or symptoms of abuse in a child should make notes as soon as possible (e.g. within the hour), writing down, as exactly as possible, what was said or seen, putting the scene into context and giving the time and location;

- All hand written notes should be kept, even if subsequently typed up or subsumed with a more formal report;
- It is important that all concerns, no matter how insignificant they may seem at the time, are recorded and conveyed to the designated teacher Ms M Stewart within an hour;
- All records of a child protection nature should be handed to the designated teacher, and stored securely; separately from the child's other Academy records. His/her Academy record may show an indication that the separate file exists, but not its contents;
- Access to Child Protection records should be on a 'need to know' basis and decisions about access will need to be clarified;
- When a child on the Child Protection list leaves the Academy the designated teacher should inform the new Academy immediately and arrange separate handover of confidential information from other records;
- The child should know that information is being recorded.

In addition Academy records on all children should be constantly updated to ensure accuracy about:

- Who has parental responsibility?
- Any court orders which may be in force.
- Any children on the child protection register.
- The child's name at birth and any subsequent name changes.
- Any other changes in home circumstances.

## 12. Allegations against staff

- Allegations of abuse by teachers must be investigated within the correct LSCB Procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations;
- On receiving an allegation the Head teacher should proceed in line with recognised procedures - consulting with LA officers LADO and informing First Contact. Investigations will be carried out by the appropriate agencies;
- In dealing with any allegation the head teacher and governors need to balance:
  - The seriousness of the allegation;
  - The risk of harm to pupils;
  - Possible contamination of evidence;
  - The welfare of the person concerned.
- Suspension of the member of staff should be considered:
  - If there are any grounds for doubt as to the suitability of the employee to continue to work;
  - Where suspension may assist in the completion of an investigation.
- Suspension should be carried out in line with LA guidelines. Head teachers may find it useful to contact LA Personnel Department for guidance;
- Teacher support during suspension is important;
- A disciplinary investigation will be carried out;
- Detailed records must be kept by all parties involved;
- Where recommendations are made to a Academy regarding the outcome of a Child Protection investigation it is important that the Academy advises First Contact regarding their response to the recommendation. For example, if a person is suspended and returns to Academy, the date of that return should be communicated.
- Allegations regarding the Head Teacher should be passed to the Chair of Governors. The matter should then be reported to the LADO and First Contact.

### **13. Child Protection Conferences**

- The person attending the conference needs to be knowledgeable about the child. (Academy needs to decide who should attend - class teacher, head teacher, head of year, child protection designated teacher;
- He/she needs to be able to commit the Academy to continue the work and resources involved in monitoring the child's welfare.

Reports to the child protection conference should:

- Be prepared in time to allow the report to be shared with parents 2 days before the conference;
- Demonstrate that the Academy has fulfilled its duties in terms of monitoring and recording;
- Contain objective facts about incidents and evidence and not reflect personal opinion;
- Refer to all aspects of the child's education, noting specific changes, or areas where the child's attitudes, concentration differ from the norm;
- Give details of how the Academy has worked and might continue to work with the child and his/her family.

When writing the report, staff should be aware that they are to share their reports with the parents and even with the child, in line with LSCB procedures. It is acknowledged that at times this may create tensions with parents, but is nevertheless in line with LSCB procedures. Should there be areas which the report covers which are confidential, then the designated teacher should contact the Child Protection Conference Co-ordinator to discuss the matter.

Staff attending child protection conferences should be made aware :

- Of the procedures of the conference and the roles of the various partners;
- Of the fact that there may well be tensions between the various partners - including the Academy;
- That they will need to be knowledgeable about the child, and thus that they can contribute fully to the discussion, making decisions regarding the need for registration and determining a child protection plan;
- That they will have responsibility in agreeing to participate further in safeguarding the child, and to the level of that participation. (See Core Group in LSCB procedures).

### **14. Monitoring of children perceived as being at risk**

The Academy needs to have clear guidelines and systems on how children who are considered to be potentially at risk are monitored.

Recording should involve concerns over:

- Marks on a child's body;
- Unusual/different behaviour (including academic functioning);
- Mood changes;
- Puzzling statements or stories from the child;
- Information from others;
- Changes in behaviour;

- Medical;
- Response to PE/sport;
- Home/family changes;
- Patterns of attendance;
- Parental interest and comments;
- Change in general demeanour and appearance.

Decisions are needed on:

- Where such information is kept;
- Who collates it? (MS/DH);
- Who decides on further action? (MS/DH);
- For how long the monitoring should continue. (Whilst attending the Academy).

## **15. Guidance**

### **15.1 Signs and Symptoms**

The following is a list of signs and symptoms as it appears in the current LSCB procedures.

Staff should familiarise themselves with these and be aware of them.

Certain characteristics have been frequently noted in child abuse situations and whereas child abuse can occur in any situation, a high concentration of these should raise awareness regarding possible risk. These include:

- Parental history of deprivation/abuse/rejection;
- History of unstable and damaging adult relationships;
- History of drugs, alcohol or substance abuse;
- History of mental illness;
- Violence, in or out of the home, including self-harm;
- Socially isolate;
- Previous concerns about the care of this, or any other child;
- Bonding impede;
- Expectation that the child will meet parents' needs;
- Perception of the child as 'difficult', or blaming the child;
- Jealousy and rivalry in relation to the child;
- Unusual possessiveness towards a child, evidence of a 'special' relationship;
- Not allowing the child to mix normally with peers;
- Delay in seeking treatment for child;
- Conflicting explanations or no explanations for injuries;
- Inappropriate response to a child's condition;
- Resistance to professional intervention by way of overt hostility or passive lack of co-operation;
- Lies and deceit in dealings with professional;
- Blocking access to the child;
- Reluctance of child to undress in certain situations (e.g. Academy P.E.).

## **15.2 Some possible signs of Physical Abuse**

### **Physical**

- Any bruising on a baby;
- Fractures on a baby;
- Bruises and scratches to face and head;
- Two black eyes at once;
- Torn upper lip fraenum;
- Fingertip bruising on front and back of chest (gripping);
- Finger or hand marks on any part of the body;
- Bite marks on neck, arms or legs;
- Cigarette burns;
- Linear or shaped burns or bruises (e.g. iron/radiator);
- None 'Cascade' scalds;
- Head injury. May be no outward sign of injury;
- Poisoning;
- Untreated injuries;
- Bald patches;
- Frozen watchfulness.

### **Emotional**

- Fearful;
- Withdrawn

### **Behavioural**

- Withdrawal from physical contact;
- Flinching at sudden movements;
- Fear of returning home;
- Fear of medical help;
- Chronic running away;
- Aggressive behaviour.

### **Indirect**

- Delay in seeking advice/treatment;
- Lack of adequate explanation for injuries;
- Injuries of different ages;
- Lack of concern by parent/carer;
- Arms/legs covered in hot weather;
- Admission of punishment which appears excessive.

## **15.3 Some possible signs of Neglect**

### **Physical**

- Unkempt appearance, poor personal hygiene;

- Poor skin condition;
- Drop through growth/weight percentiles;
- Small stature (where not familial);
- Repeated accidents;
- Accidental self-poisoning;
- Pot belly;
- Dry sparse hair;
- Severe nappy rash;
- Swelling of hands;
- Extremities - pink, mottled, cold;
- Emaciation.

### **Emotional**

- Low self-esteem;
- Withdrawn or attention seeking.

### **Behavioural**

- Frequent lateness/non-attendance at Academy;
- Destructive tendencies;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking);
- Chronic running away;
- Compulsive stealing;
- Scavenging of food and clothes;
- Always hungry.

### **Indirect**

- Constant tiredness;
- Untreated medical problems;
- No social relationships.

## **15.4 Some possible signs of Emotional Abuse**

### **Physical**

- Physical, mental or emotional development delay;
- Mental or emotional disturbance;
- Speech disorder;
- Enuresis/encopresis (bedwetting/soiling).

### **Emotional**

- Fear of new situations;
- Inappropriate emotional responses to stressful situations;
- Fear of parents being contacted.



## **Behavioural**

- Over reaction to mistakes;
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking);
- Fear of parents being contacted;
- Extremes of passivity or aggression;
- Compulsive stealing;
- Scavenging food or clothes;
- Chronic running away.

## **Indirect**

- Admission of punishment which seems excessive;
- Self-harm;
- Drug or solvent abuse.

## **15.5 Some possible signs of Sexual Abuse**

### **Physical** (there are no physical signs in the majority of cases)

- Disclosure - always treat what the child says seriously;
- Soreness or bleeding or injury to genital or anal region;
- Vaginal discharge - vaginal warts;
- Enuresis (bedwetting) particularly when previously dry;
- Encopresis (soiling);
- Sexually transmitted disease;
- Persistent headache and/or abdominal pain without obvious cause.

### **Emotional**

- Depressed;
- Anxious;
- Gender identity difficulties.

### **Behavioural**

- Withdrawn and unhappy or insecure and 'clingy';
- Promiscuous;
- Affection seeking;
- Poor academic performance – truancy;
- Sleep disturbances – nightmares;
- Sexualised play;
- Inappropriate/explicit sexual knowledge/behaviour for age;
- Inappropriate masturbation - exposing themselves;
- Running away;
- Obsessive washing;
- Fear of a particular person/place;
- Cry hysterically when nappy changed or undressed;
- Say of themselves that they are bad or wicked;

- Poor concentration.

### **Indirect**

- Pregnancy;
- Eating Disorder
- Attempted suicide/self-mutilation;
- Alcohol/drug/solvent or other substance abuse;
- Criminal offences;
- Prostitution;
- Unexplained large sums of money/gifts;
- Produce drawings of sex organs.

## **15.6 Some possible signs of female genital mutilation**

### **Physical**

- Difficulty walking, sitting or standing
- Bleeding or injury to the genital region
- Urinary retention causing pain or discomfort
- Bladder or menstrual problems

### **Emotional**

- Anxiety
- Depression
- Trauma
- Sense of betrayal

### **Behavioural**

- Out of the country or absent from school for a prolonged period
- May talk about a long holiday to a country where the practice is prevalent
- Confide that she is to have a “special procedure” or celebration
- Sleep disturbances – nightmares
- Withdrawn and clingy

### **Indirect**

- Self harm and/or thoughts about suicide
- Use of drugs and/or alcohol
- Eating disorder

### **Child Sexual Exploitation**

- Schools must be aware of young people could be at risk of sexual exploitation. Keeping Children Safe in Education (2016) provides a definition "Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status". "Child sexual exploitation does not always involve physical contact and can happen online. A

significant number of children who are victims of sexual exploitation go missing from home, care and education at some point". If there is a concern that a young person may be at risk of sexual exploitation then this should be reported to the Designated Lead Ms Mhairi Stewart

### **Sexting (Youth Produced Sexual Imagery)**

All incidents of sexting or youth produced sexual imagery will be dealt with as a child protection concern. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2016), it is important to avoid criminalising young people unnecessarily. The Academy will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident. All incidents of sexting should be reported to the Designated Child Protection Lead Ms Mhairi Stewart

### **The Prevent Duty**

The Academy's Prevent policy should make clear the connection with child protection. All staff receive training in the Prevent Duty to enable them to identify children who may be vulnerable to radicalisation. Concerns should be reported to the Designated Lead Ms Mhairi Stewart.

- Honour Based Violence – Is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture
- Forced Marriage – is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people have agreed to
- Concerns relating to honour based violence or forced marriage should be treated as a child protection matter and reported to the Designated Child Protection Lead (Mhairi Stewart) within the hour

### **16. 'Safe' recruitment and selection procedures and working with volunteers**

All staff working with children requires a DBS check, this includes ancillary and office staff.

- The Academy may wish to make reference to responsibilities regarding Child Protection in all job descriptions and/or to its profile in the Academy in the general information distributed with application forms;
- The Academy should have DBS checks on regular volunteers working in the Academy. This would be good child care practice even though it may create tensions;
- Volunteers should not be left unsupervised with groups of children, nor should they be in areas where they cannot be fully seen by the supervising teacher;
- In accepting the offer of help from volunteers, especially those unknown, staff should be aware that Academies in general are attractive places for 'unsafe' volunteers;
- Supply staff - assurance that DBS checks have been carried out should be obtained before employing supply staff, especially those not available via any DCC lists. A form of ID will be requested on arrival

- Governing body should be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance;
- Volunteers and helpers should not be given tasks beyond their capabilities and therefore where they might feel under pressure;
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who should respond with advice and additional guidance and supervision;
- Volunteers and helpers should not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.

## **17. Risk assessment**

- A risk assessment of each Academy should be carried out to identify areas and situations of high, medium and low risk to danger.
- In the case of child protection this might identify areas where supervision is difficult, where unauthorised visitors may access the Academy site and times when children may be more vulnerable.
- Risk assessment might also consider identifying areas where staff may become vulnerable to allegation - being alone with children, specific lonely areas.
- It should also make reference to staff selection procedures and the use of volunteers.
- A risk assessment for King James I Academy has been completed and is the responsibility of the site manager.

## **18. Physical control of children and young people - restraint**

Guidance on the use of force to control or restrain pupils is contained in DfEE Circular 10/98 and Academy should have its own policy to guide staff on these matters.

That policy should give guidance on:

- When staff may use physical control?
- Who is allowed to use physical control?
- What forms that force may take in particular circumstances?
- What forms of physical control are not acceptable?
- Recording of incidents where physical control has been used

It should also make a statement about the illegality of corporal punishment.

- The LA Policy and Guidance on the Use of Restrictive Physical Interventions should provide a framework for the Academy's policy.
- The Academy has a team of staff trained to carry out the team teach technique.

The Academy's policy also relates to the following pieces of legislation:

- Education Act 1996
- Education and Inspections Act 2006
- Violent Crime Reduction Act 2006
- Apprenticeships, Skills, Children and Learners Act 2009
- Guidance: The use of force to control or restrain pupils (2013)

## **18.1 Touching children other than to restrain**

- Academy should have a policy/guidelines on the use of touch and this may include, such points as:
  - Assisting in the washing of young children who have wet/soiled themselves;
  - Physical contact to demonstrate exercises or techniques during P.E., coaching, DT for example;
  - Administering First Aid;
  - Younger children and children with SEN may need physical prompts or help;
  - Touching may be appropriate where a child is in distress and needs comforting;
  - Recognition of the fact that physical contact is a sensitive issue for some cultural groups;
  - Physical contact becomes increasingly open to question as children reach and go through adolescence;
  - There should be a common approach where staff and pupils are of different sexes;
  - Innocent and well intentional physical contact can sometimes be misconstrued;
  - Children requiring complex or repeated physical handling should have a prescribed handling policy - staff dealing with them should have specific training.

## **19. Searching children**

Academy should have a policy/guidelines on the conduct of searches e.g. when items go missing. This may include agreement on searching bags collectively and individually and should make a clear statement about the unsuitability of asking children to remove clothing to conduct a search. The Academy may wish to consider when/if they would invite parents in to help discover lost items.

## **20. Curriculum/Academy**

### **20.1 Creating and maintaining a 'safe' environment**

The Academy should identify its response to the risk assessment areas identified as requiring attention especially for child protection issues:

- The physical safety aspects
- The personal safety aspects
- Creating a listening environment
- Creating a 'no secrets' environment
- Becoming a 'telling' Academy
- Creating an environment where there is respect and care demonstrated to others
- Assertiveness - helping pupils feel able to ask for help when they need it.

### **20.2 Curriculum issues**

Particular reference should be made to specific learning opportunities in the Academy's curriculum which may impact on helping children to protect themselves and each other from abuse, and from becoming abusers themselves.

- Particular curriculum guidelines might be referred to in:

- Health Education
- PSHE
- RE
- Sex education
- Special educational needs

In addition to:

- Anti-bullying
- Equal Opportunities
- E-safety

Areas to consider may include what the Academy offers to pupils in terms of how they:

- Gain an understanding of human relationships and development through the life cycle;
- Help promote good parenting through teaching about child development and childcare;
- Build up self-esteem by experiencing a positive learning environment where they are encouraged and offered opportunities to succeed;
- Learn to solve problems and deal with a range of challenging situations;
- Develop in a supportive environment where everyone is valued and respected;
- Are able to express emotions and feelings, and deal respectfully with the emotions and feelings of others.

## **21 Miscellaneous**

### **21.1 Bullying**

- The Academy's anti-bullying policy should make clear the connection with child protection and this connection might be reiterated here.

### **21.2 Supporting children and families**

- Children undergoing a child protection referral and investigation will need much more support than in general and Academies may wish to set up support systems and procedures in advance.
- Staff will need to make themselves available for such children to express their concerns in a confidential way - if they so wish.
- The minimum the Academy can offer is a secure classroom environment in which the child feels valued and protected.
- The Academy may offer support to the family of a child involved in a child protection investigation - but staff will need to remember the limits of confidentiality placed on them, and that the welfare of the child is paramount.

### **21.3 Training**

- Academy should be committed to the training and updating of the designated teacher as a priority.

- Designated Leads and other designated staff should refresh their Level 2 training every 2 years.
- All staff full-time and part-time, support staff (and regular volunteer helpers) should have access to appropriate training every three years..
- Induction of all new staff should involve training in child protection issues.
- Governors should be aware of the need for a child protection policy and of its review, and of their specific responsibilities in connection with allegations against staff.
- A record of those trained may be found in the single central record.

## **22. Guidance for this Policy**

This policy should be read in conjunction with the following documents:

- The Children Act 1989; Children Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2016
- Use of Reasonable Force DfES (2013)
- Prevent Duty Guidance: for England and Wales (2015)
- Local Safeguarding Children's Board - Child Protection Procedures.
- DfEE Circular 9/94. The Education of Children with Emotional and Behavioural Difficulties.
- DfEE Circular 10/95: Protecting Children from Abuse.
- DoH: Working Together to Safeguard Children HMSO 1999.
- DfEE Circular 10/98 – Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.
- A record of those trained may be found in the single central record.

## **23. Review of Policy**

The policy should be reviewed at least annually. There should be procedures in place for monitoring or evaluating its effectiveness in the use of child protection procedures and maintaining a safe environment for children.