

CHILD PROTECTION POLICY

Approved:

Date:

Review Date:

Author:

Manor Community Academy is an inclusive Academy community with a focus upon achievement, progression, enjoyment and a sense of worth. Our vision and values ensure that we are committed to applying this policy in a fair, equitable and consistent manner which will ensure that the aims and objectives of the policy are met and that Manor Community Academy is further enhanced by their application. Throughout the application of this policy, we will remain committed to our principle of care, courtesy and consideration in all that we do to ensure that the needs of all of our stakeholders are met and upheld.

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INTRODUCTION

This policy was developed in consultation with governors, teaching staff and other relevant outside agencies and follows the statutory guidance for Academy's.

It is in line with the Hartlepool Safeguarding Children Board Child Protection Procedures, '*Keeping Children Safe in Education*' (July 2015) and '*Working Together to Safeguard Children*' (May 2015 - a guide to inter-agency working to safeguard and promote the welfare of children).

This policy has obvious links with other Academy policies and references are made to them.

ACADEMY COMMITMENT

Manor Community Academy fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children. Each pupil's welfare is of paramount importance. The Academy recognises that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. The Academy recognises that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at the Academy, their behaviour may be challenging. The Academy recognises that some children who have experienced abuse may harm others. The Academy will always take a considered and sensitive approach in order that all pupils are supported.

The purpose of the policy:

- To provide protection for all children at the Academy.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.
- This policy applies to all staff and volunteers working in the Academy, including governors, teaching assistants, mid-day supervisors, secretaries as well as teachers who can all be the first point of disclosure for a pupil.

SECTION 1

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

The Academy pays full regard to the DfE guidance 'Keeping Children Safe in Education' (July 2015) and ensures that the five outcomes of Every Child Matters (Enjoy and Achieve, Active Participation, Achieve Economic Wellbeing, Stay Safe and Be Healthy) are met across the Academy. The Academy wishes to ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the children as a safe and trustworthy adult including for example, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, a Disclosure and Barring Check.

Statutory changes, underpinned by regulations, are that:

- a DBS Enhanced Disclosure is obtained for **all** new paid appointments to the Academy's workforce,
- a DBS Enhanced Disclosure is obtained for volunteers further to a risk assessment considering the regularity, frequency, duration and nature of contact
- the Academy will ensure that any contracted staff are DBS checked where appropriate
- the Academy must keep a single central record detailing a range of checks carried out on their staff
- all new appointments to the Academy workforce who have lived outside the UK are subject to additional checks as appropriate
- the Academy must satisfy themselves that supply staff have undergone the necessary checks
- identity checks must be carried out on all appointments to the Academy workforce before the appointment is made

The maintenance of DBS checks

A central register of all DBS Disclosures will be held by Gill Lawson (HR Manager). If any disclosures contain information which is thought to be necessary of consideration, then consultation will take place between the Principal, Chair of Governors and HR Manager. All such disclosures will result in an interview with the member of staff concerned and a written outcome. Any information taken from a disclosure which relates to safeguarding issues will result in a suspension from work and further investigation.

Mrs A Malcolm (Principal) and Miss G Lawson (HR Manager) have undertaken the National College for Academy Leadership Safe Recruitment training (www.ncsl.org.uk). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2. Safe Practice

The Academy is committed to safe working practices to ensure that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from Academy management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- are aware of the regulations surrounding duty of care.

3. Safeguarding Information for pupils

The Academy is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that the Academy has members of staff with responsibility for child protection and they know who these staff are. Pupils are informed of whom they might talk to, both in and out of the Academy, their right to be listened to and heard and what steps can be taken to protect them from harm.

The Academy:

- establishes and maintains an ethos where pupils feel secure and are encouraged to talk and are listened to;
- includes in the curriculum activities and opportunities for ASPIRE which equips pupils with the skills they need to stay safe from abuse and to know to whom to turn to for help;
- includes in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- makes further information available to pupils through assemblies and notice boards

4. Partnership with Parents

The Academy shares a purpose with parents to keep children safe from harm and to have their welfare promoted. The Academy is committed to working with parents positively, openly and honestly and ensures that all parents are treated with respect, dignity and courtesy. The Academy respects parents' rights to privacy and confidentiality and will not share sensitive information unless permission has been granted or it is necessary to do so in order to protect a child. The Academy will share with parents any concerns staff may have about their child unless to do so may place a child at risk of harm. The Academy encourages parents to discuss any concerns they may have through the use of Parents' Evenings and meetings with Academic and Pastoral Year Leaders. Each pupil has a named form tutor who acts as a principal point of contact for all matters relating to achievement and wellbeing; the role of the form tutor is important in maintaining positive home Academy relationships and liaison.

Parents are made aware of the Child Protection Policy through the Academy Prospectus and Academy web site. These make it clear that parents can view the policy on request.

5. Partnerships with others

The Academy recognises that it is essential to establish positive and effective working relationships with other agencies and to promote a safe and supportive environment. The Academy works with organisations such as HYPED, Hartlepool Children's Services, Police, Health Service, CAHMS, ACORN, SALT, Families First, Housing Association, Strengthening families, FIP and YIP. The Academy is supported by the Think Families Think Community Team which is a government led strategy to identify families who meet specific criteria for additional intensive intervention. Principal communication is made through Academic and Pastoral Year Leaders, Child Protection Staff and SENCOs.

6. Academy Training and Staff Induction

Manor Community Academy is committed to providing high quality CPD to all staff; this is particular importance in the area of safeguarding. The Academy's members of staff with designated responsibility for child protection undertake basic child protection training and training in inter-agency working and refresher training at 2 yearly intervals.

The Principal and all other Academy staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. All staff (including temporary staff and volunteers) are provided with the Academy's child protection policy and informed of Academy's child protection arrangements on induction.

The Academy is committed to keeping up to date with all initiatives which includes the prevention of FGM, forced/arranged marriages and the Prevention agenda which looks at anti-terrorism and recruitment.

7. Support, Advice and Guidance for Staff

Staff will be supported by extra refresher courses being made available and by the staff with designated responsibility for child protection. The designated staff will be supported by the nominated governor and by members of the Strategic Leadership Team. Advice and support is always available from the Hartlepool Safeguarding Children Board

8. Related Academy Policies

There are many links between this policy and issues relating to:

- health
- ASPIRE
- sex and relationship education
- bullying
- equal opportunities
- racial issue
- special educational needs
- physical intervention

The Academy has the following separate policies:

- Anti- Bullying Policy
- ASPIRE Policy
- Sex & Relationships Policy
- Health & Safety Policy
- Drugs Education Policy
- SEN Policy
- Attendance Policy
- Discipline and Rewards Policy
- E Safety Policy
- Recruitment and Retention Policy
- Academy Visits Policy

9. Confidentiality and information sharing

The Academy will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior member of staff or outside agency as required.

The Principal or Designated Teacher Child protection will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a pupil complete confidentiality. It is important that teachers are absolutely clear about the boundaries of their legal and professional roles and responsibilities. **Staff are unable to offer pupils or their parents/carers unconditional confidentiality.** If information is received regarding behaviour that is likely to cause harm either to the young person or to others, Academy staff must use the child protection procedures.

Teachers should establish clear ground rules that cover issues such as the teachers' and pupils' right to privacy and respect. They should highlight that although most information can be kept confidential, some information may need to be passed on to others in the best interest of the pupils. If this does occur, the pupil(s) concerned should be informed that this has to happen including what will happen with the information and who will have access to it. The child protection service should be contacted and advice sought.

It should be noted that if the preservation of a confidence:

1. Enables criminal offences to be committed, or
2. Results in serious harm to the pupil's health or welfare, criminal proceedings may ensue.

The Academy will ensure pupils are made aware of the services which they can access to gain confidential help and support. Such services include their own GP, school nurse drop-ins and the Health and Wellbeing clinic.

Statement of ground rules to be used in lessons

Confidential situations occur both in and outside the classroom. To ensure the pupils and staff are aware of the confidentiality guidelines they should be discussed and made explicit. Ground rules need to be adopted to ensure a safe environment for teaching, particularly in ASPIRE lessons. This reduces anxiety to pupils and minimises unconsidered, unintended personal disclosures. For example:

- We won't ask each other's or the teacher any personal questions
- We do not have to give details about our personal lives or our experience
- We will not feel pressurised to answer a question and have the right to 'pass'
- We all have the right to be listened and have our views respected
- We will respect each other and not laugh, tease or hurt others
- You must remember that if you don't want anyone to know something, either talk about it as though it was someone else or don't bring it up.
- If we do find out things about other pupils, which are personal and private, we don't talk about it outside the lesson, but
- If we are worried about someone else's safety we tell a teacher.

Outside agencies

Where outside agencies and others provide support within ASPIRE or any other part of the curriculum, they must be made aware of and abide by this policy. It should be noted that other professionals are bound by their own codes of conduct- e.g. the school nurse is bound by the medical code of confidentiality in his/her own work with children and young people. Where the role of the external visitor involves the provision of advice and support directly to pupils, the boundaries and distinctions between the Academy policy and the work of the external visitor regarding confidentiality should be established and made clear to pupils.

10. Pupil Information

In order to keep children safe and provide appropriate care for them the Academy requires accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child
- Names and contact details of persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from Academy (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has a Child Protection Plan
- Name and contact detail of key persons in other agencies, including GP
- Any other factors which may impact on the safety and welfare of the child

The Academy collates and stores this information on the SIMS system with the exception of the child protection information which is stored separately and can be accessed by named personnel only.

11. Roles and Responsibilities

Governing Body should ensure that:

- the Academy has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the Academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a member of staff is designated to take lead responsibility for child protection (and deputies);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Principal and the LEA's designated officer and the Chief Executer of NET will be informed
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

Principal should ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- a representative from the Academy attends LA safeguarding meetings
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Members of Staff with Designated Responsibility for Child Protection must ensure:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the Academy;
- Liaise with the Principal to inform her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how HSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the Academy's child protection policy;
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment and transferred to the new Academy separately from the main pupil file.

All staff and volunteers:

- fully comply with the Academy's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

12. Private Fostering:

Any private fostering will be recorded and reported to the Hartlepool safeguarding children board. Private fostering is a private agreement where a parent asks another adult to look after their child. It is agreed by the child's parents and the person of family who will be caring for the child.

A privately fostered child is a child under 16 cared for and living full time with someone other than:

- A parent
- A person who is not the parent but has parental responsibility
- A close relative.

for a period intended to last more than 28 days (continuous days).

A close relative is a grandparent, brother, sister, uncle or aunt.

SECTION 2

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or Academy staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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 fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment 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. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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 maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and symptoms of abuse

Physical abuse

Signs and symptoms of physical abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge
- untreated injuries or lingering illnesses not attended to
- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts/bullying behaviour
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home
- refusal to discuss injuries
- fear of medical help
- self destructive tendencies

Sexual abuse

Signs and symptoms of sexual abuse may include:

- medical problems such as pain or itching in the genital area, bruising or bleeding near genital area, sexually transmitted disease, vaginal discharge or infection , stomach pains, discomfort when walking or sitting down
- pregnancy – particularly when the adolescent is evasive concerning the identity of the father
- bruises, scratches, burns or bite marks on the body
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people

- personality change – becoming insecure and clingy
- having nightmares
- running away from home
- sexual drawings or language
- bedwetting
- public masturbation
- eating problems such as overeating or anorexia
- regression to younger behaviour such as thumb sucking
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- being worried about clothes being removed
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults
- sexual knowledge which is beyond their age, or developmental level
- attempts to teach other children about sexual behaviour

Neglect

Signs and symptoms of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly' – poor personal hygiene
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions
- frequent lateness or non-attendance at Academy
- low self esteem
- complaining of being tired all the time
- compulsive stealing/scrounging
- not requesting medical assistance and/or failing to attend appointments
- having few friends – poor social relationships
- mentioning being left alone or unsupervised
- destructive tendencies
- untreated medical problems

Emotional abuse

Signs and symptoms which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes

- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress
- fear of new situations
- drug or solvent abuse
- compulsive stealing or scrounging
- air of detachment – ‘don’t care’ attitude
- desperate attention seeking behaviour
- eating problems – including over eating and lack of appetite
- depression, withdrawal
- desperate need to have friends but unable to maintain friendships
- social isolation – does not join in and has few friends
- continual self depreciation (‘I’m ugly, stupid, worthless etc’)
- over reaction to mistakes

Note:

- A child may be subjected to a combination of different types of abuse
- It is possible that a child may show no outward signs and may hide what is happening from everyone.

SECTION 3

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THE ACADEMY AND AT HOME

The Academy will follow the procedures set out in Interagency Procedures produced by the Hartlepool Safeguarding Children Board and in 'What To Do If Your Child is Being Abused' (Revised March 2015).

It is **not** the responsibility of the Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated person with responsibility for child protection (or another senior member of staff in the absence of the designated person and deputies) prior to any discussion with parents.

1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of Academy staff

- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

3. Action by the Designated Person (or other senior person/deputy in their absence)

Following any information raising concern, the designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with first contact, The HUB, for clarification and advice
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately **OR**
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

4. Action following a child protection referral

The designated person or other appropriate member of staff will:

- make regular contact with Social Care
- contribute to the Strategy Discussion and Initial Assessment
- provide a report for, attend and contribute to any subsequent Child Protection Conferences
- if the child or children has a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- notify the Children's Services social worker or duty team if:
 - the Academy should have to exclude a pupil who is subject to a child protection plan

- if there is an unexplained absence of a pupil who is subject to a child protection plan of more than two days duration from the Academy (or one day following a weekend); (or as agreed as part of any child protection or core plan)
- attempt to share all reports with parents prior to meetings
- where a child having a Child Protection Plan moves from the Academy or goes missing, immediately inform the key worker in Social Care

5. Recording and monitoring

The Academy will record:

- Information about the child : name, address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the Academy, any court orders, if a child is or has been subject to a CP Plan
- Key contacts in other agencies including GP details
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating position, size and colour of any injuries (not photograph)
- Words child uses, (not translated into 'proper' words)
- Non-verbal behaviours

All C.P. documents will be retained in a 'Child Protection' cabinet, separate from the child's main file. The cabinet is located in the Principal's office and will be locked at all times. It is only accessible to the Principal and designated officers. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Senior Person Child Protection.'

The Academy will monitor:

Any cause for concern including where there could be serious child welfare concerns:

- Injuries/marks
- Attendance
- Changes e.g. mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child

6. Supporting the Child and Partnership with Parents/Carers

- The Academy recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst the Academy may, on occasion, need to make referrals without consultation with parents, the Academy will make every effort to maintain a positive working relationship with them whilst fulfilling the duties to protect any child
- The Academy will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- The Academy will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child
- The Academy will endeavour to support the pupil through:
 - the content of the curriculum to encourage self esteem and self motivation;
 - the Academy ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued;
 - the Academy's Behaviour & Rewards Policy is aimed at supporting vulnerable pupils in the Academy. The Academy endeavours to ensure that the pupils know that some behaviour is unacceptable but that she/he is valued and not to be blamed for any abuse which has occurred;
 - liaison with other agencies which support the pupil;
 - a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
 - recognition that pupils living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
 - vigilantly monitoring pupils' welfare, keeping records and notifying Social Care Services as soon as there is a recurrence of a concern.

SECTION 6

Allegations regarding person(s) working in or on behalf of the Academy (including volunteers)

Where an allegation is made against any person working in or on behalf of the Academy that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child or
- c. has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The Academy will apply the same principles as in the rest of this document.

The Academy will always follow the HSCB procedures www.lscbhartlepool.org (section 10).

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the child protection cabinet.

Whilst the Academy acknowledge such allegations, (as all others), may be false, malicious or misplaced, the Academy also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Principal and make a record
- In the event that an allegation is made against the Principal the matter will be reported to the Chair of Governors who will proceed as the 'Principal'
- The Principal will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The Principal may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Principal will consult with Education LADO in order to determine if it is appropriate for the allegation to be dealt with by the Academy or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Principal will inform the Chair of Governors of any allegation.
- The Academy will ensure that staff and volunteers are aware that sexual relationships with pupils under 18 years of age are unlawful and could result in legal proceedings taken against them under the Sexual offences Act 2003 (Abuse of position of trust).

Named personnel with designated responsibility for safeguarding:

Designated Child Protection Officer:

- Mrs Sue Zoryk

Designated Child Protection Deputy Officers:

- Mrs Bev Cumming
- Mr Phil Daniel
- Miss Gill Lawson
- Mr Gary Wilson
- Mrs Hayley Boffy

Named Child Protection Governor & Safeguarding Governor:

- Mrs Hilary Timothy

Designated LAC Teacher:

- Miss L Easton (SENCO)/ Mrs B Cumming

Named Safeguarding Officer:

- Miss Gill Lawson

Implementation of policy: December 2015

Policy Review date: December 2016

Appendix 1 CONTACTS

Hartlepool Safeguarding Children Board,
Child & Adult Services,
Level 4,
Civic Centre,
Victoria Road
Hartlepool,
TS24 8AY

Telephone: 01429 523872

Emergency Duty Team: They are only available **outside** of normal office hours. They can only be contacted by telephone on **08702 402 994**. Minicom: (01642) 602346

Duty Team: Monday to Friday 9.00 - 17.00 (01429) 523878 (ask for Duty)

Children, Young People and Families: (01429) 523872

CAF register check: (01429) 523904

First Contact and Support Hub (FCSH): Monday to Thursday 8.30-17.00, Friday 8.30 – 17.30 – (01429) 284284

Designated Person for Child protection in Academys: Maureen McEnaney

Telephone: (01429) 523344

Mobile: 07984539314

In emergency contact the police on : 01642 326 326