

# CHILD PROTECTION & TRAINING POLICY

Amended Date: October 2016- HJ  
Review Date: October 2017

## **Child Protection and Training Policy**

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## **Roles and Responsibilities**

The EAB of the academy is responsible for determining the content of this policy and the Principal for implementation. Any determination with respect to individual parents/carers will be considered jointly by the Principal and EAB. While the responsibility for the implementation of this policy and provision rests with the Principal, on an operational basis, the management, responsibility and evaluation of this policy is undertaken by the responsible **Assistant Principal**.

## **Suggested Audience**

All staff and Governors as part of their academy induction or professional development, all academy staff and where appropriate, EAB members, will use the knowledge, principles and procedures defined in this policy.

## **Related policies**

This policy complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Safeguarding Children and Promoting Student Welfare Policy
- Anti-bullying policy
- Behaviour Policy
- Educational Visits Guidelines
- Equality & Diversity Policy

## **Academy Mission Statement**

***Enthuse, Engage, Enrich***

## **Introduction**

### **Safeguarding**

The academy is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.

Keeping Children Safe in Education (September 2016) states that :

***“Safeguarding and promoting the welfare of children is everyone’s responsibility”***

Paragraph 2, KCSIE, Sept 2016

The academy recognises that because academy staff are in regular and frequent contact with students, they are particularly well placed to observe signs of abuse or neglect.

The academy is aware of the responsibilities which all staff have with regard to the protection of students from abuse and from inappropriate and inadequate care.

Therefore, the academy is committed to reacting to the Local Authority’s agreed procedures in all cases where there is concern.

### **Designated Senior Person**

The Principal has designated Assistant Principal for Inclusion, Ms Emma Twort as the Designated Senior Person (DSP) and the Head of Student Support and Family Services, Mrs Helen Jackson as the Deputy. The Principal shall advise the EAB and all members of staff of the names of the academy’s DSP and DDSP, and inform them of any changes. The EAB member with responsibility for Safeguarding is Mrs Pam Smith

The Principal shall also ensure that all staff and all EAB members are aware that the DSP’s responsibilities include:

- i Ensuring that effective communication and liaison takes place between the academy and Social Services and any other relevant agencies, where there is a child protection concern in relation to an academy student;
- ii Ensuring that all staff have an understanding of and training about child abuse, neglect and its main indicators;
- iii Advising staff on the academy's and their child safeguarding responsibilities and supporting staff in their child safeguarding role; and
- iv Responsibility to ensure that all documentation is up to date and kept in a secure environment.

The DSP and DDSP should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. The DSP will be the first person to whom staff report concerns. It is then the responsibility of the DSP to discuss the situation with the relevant agencies.

The academy has arrangements in place for when the DSP is absent, with the DDSP deputising in the first instance.

The DSP is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their Local Safeguarding Students Board and the Local Authority. They will also initiate appropriate proceedings to address any allegations made against members of staff, and report this to the LADO Ms Jane McCann.

The DSP will act as a source of advice, support and expertise within the academy and will be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases and allegations of abuse, regarding both students and members of staff.

The DSP will ensure each member of staff has access to, and is aware of, the academy's Child Protection & Training policy and the Safeguarding Children and Promoting Student Welfare Policy. This is especially important in respect of staff that are part-time or work in more than one educational establishment, such as supply teachers, peripatetic staff, trainee teachers and other visiting professionals.

The DSP will liaise with the Principal to inform him/her of any issues and ongoing investigations and to ensure there is always cover for the role.

The DSP and DDSP will make sure the academy's Child Protection & Training policy is updated and reviewed annually and work with the designated EAB member for Child Protection regarding this.

The DSP will ensure parents/carers have access to full copies of this policy and the Safeguarding Children and Promoting Student Welfare Policy, in order to alert them to the fact that the academy may need to make referrals.

Where students leave the academy roll, the DSP will ensure their file is transferred to their new academy or school as soon as possible. If a child leaves and the new

academy or school is not known, the DSP will follow procedures in respect of the CME policy.

The DSP will also have an important role in ensuring all staff and volunteers receive appropriate training.

### **Training in Safeguarding Students**

All new staff will be made aware of the academy's Safeguarding Students and Welfare Policy and Procedures during their induction. The document will be available to staff electronically and in the Policy folder.

All staff working at the academy will receive training adequate to familiarise themselves with safeguarding students issues, their responsibilities and academy procedures and policies with refresher training every 3 years.

Staff involved in the recruitment and appointment of staff will have refresher training every 2 years.

The DSP and DDSP will each participate in specific training with a recognised body e.g. NSPCC or LSCB once every 2 years.

Records will be kept for all staff training, naming individuals and details of what training they have received and when. These will be kept with the single central register. (see below) A schedule of training will be kept and included as part of the induction process for new staff.

Every interview panel will contain at least one person who has undertaken the Safer Recruitment Training. This will ensure that the 'Safer Recruitment Policy is followed. This is a statutory requirement which EAB members must ensure is applied. EAB members will also participate in Safer Recruitment training.

### **Disclosure and Barring Services (DBS) Checking**

All personnel who come into contact with students, whatever their status will be Enhanced DBS checked, including EAB members. The Assistant Principal (Miss Twort), working with the Finance manager will have responsibility for rigorously maintaining the Single Central Register.

DBS checking will be rigorous and records will be kept of 2 references obtained in the appointment process detailing when they were obtained and who checked them.

The Single Central Register will be complete and kept securely in one place. There will be limited access to the register and the people who have access will be named and advised.

### **Reporting Concern**

In the event of a member of staff having a child protection concern about a student, they must immediately report that concern to the DSP.

Clear notes must be taken of times, dates, concerns and, in the case of the child disclosing information, of what was actually said, these notes should then be used to complete the safeguarding referral form and handed to the 'child wellbeing team' where the senior Designated Officer will decide which action will be taken next.

The academy will follow the Local Authority's guidelines for Child Protection, making appropriate use of the Common Assessment Framework\* (CAF) and its electronic version (eCAF), liaising with the Social Services and other agencies, as appropriate. The action taken by the DSP will, therefore, be in line with Local Authority's guidelines.

The DSP will report back to the member of staff who made the initial report on a 'need to know' basis. It may be that the member of staff is simply informed that appropriate action has been taken.

### **Record keeping**

The DSP is required to manage the keeping of records in relation to matters regarding safeguarding students. These records will be stored securely. Where a person makes an oral statement, a written record will be produced, signed and dated by the author. (See Appendix 1)

Staff should be given as much information as necessary in order to help the student concerned. In general, this will mean that, where a student is subject to a Child

Protection Plan, or where there are concerns about a student, the member of staff chosen by the student to provide support will be kept informed. It may be appropriate in some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a student's behaviour and level of achievement at that time.

In the event of a student causing concern transferring to another school, the academy will:

Find out the name of the receiving school/academy;

Contact the relevant member of staff at that school to discuss the transfer;

Send all information relating to the student to the receiving school/academy;

Check with the receiving school that the student has actually arrived there on the expected day; and

Inform all of the relevant agencies of the transfer.

### **Listening to students**

The academy recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times particular students may feel stressed and confused. The academy shall identify quiet areas and provide the opportunity for these students to take respite from the normal day when necessary.

All staff shall be made aware that students who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all students at all times.

The academy recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.



Students in the academy will be regularly anonymously questioned regarding their perceptions of how 'safe' they feel when at the academy. Students will also be surveyed to assess their perceptions of how safe they feel. The data collected from these surveys will be used to inform changes in policies and practice.

## **Confidentiality**

The right of each student to confidentiality and privacy will be respected and all communications about the case will be kept to a minimum on a 'need to know' basis.

Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee confidentiality and should ensure that the student understands that all disclosures made to the adult will be shared with the DSP.

When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the academy's 'duty of care'.

The academy shares a common purpose with parents/carers to educate and keep students safe from harm and to have their welfare promoted, so is committed to working with parents/carers positively, openly and honestly. The academy will ensure that all parents/carers are treated with respect, dignity and courtesy. The academy respects parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless it has parental/carer permission or it is necessary to do so in order to protect a student.

The Academy will share with parents/carers any concerns academy staff may have about their child unless to do so may place a student at risk of harm.

## **Monitoring**

The academy will monitor students who are subject to a Child Protection Plan in line with what has been agreed in the child protection plan. Students deemed 'at risk' or known to be vulnerable will be closely monitored in line with local safeguarding procedures.

Parents/carers will be made aware of the academy's Child Protection and Training Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the student.

## **Preventative approaches**

Students will be taught, through the curriculum, workshops and assemblies, and in meetings with tutors and pastoral managers about the risks of different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe.

A student safeguarding programme will be established to support the student's development in ways which will foster security, confidence and independence. It will be regarded as central to the well-being of the student and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping students to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child safeguarding will be interwoven with many aspects of the existing curriculum. It can help students to:

- Promote their understanding of relationships, the interaction between relationships and the key concepts
- Increase self-esteem and awareness
- Make judgements and solve problems
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify 'okay' adults within personal safety networks
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent

The academy will encourage students to feel safe and to talk about their feelings, thereby:

- Reducing isolation in the emotions they experience
- Relieving tension by enabling students to talk and be listened to
- Providing an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- Allowing students to perceive situations more clearly for planning an action or change

- Making students feel protected by a culture which actively promotes a 'listening environment'

All students need to know what to do in case someone tries to harm them. Knowing that when students are abused or harmed, the abuse or harm may be perpetrated by someone they know. Teaching students to avoid dangerous situations, and to recognise inappropriate touching and comments can encourage them to trust their own judgement and to feel safer, more aware and confident.

## **The role of the EAB**

The EAB will review this policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with.

They will ensure that the Principal has appointed a DSP and DDSP and that a nominated EAB member for Child Protection is in place.

The EAB will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Keeping Children Safe in Education' (September 2016).

The EAB will recognise the contribution the academy can make in helping students keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the delivery of SMSC.

## **The role of the Principal**

The Principal will:

- Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the Local Authority. These will be well-publicised to all staff
- Liaise with the nominated EAB member on child protection issues and academy policy in this area
- Appoint a DSP and Deputy to co-ordinate action within the academy, who liaise with other agencies on suspected abuse cases
- Ensure that the DSP and the DDSP receive appropriate training and support from a recognised provider.
- Ensure that all staff recognise, and are alert to, signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents/carers aware of the academy's Child Protection & Training Policy
- Work with local partners to create a safe environment for students at the academy

### **Monitoring and Review**

The **Assistant Principal** will ensure that this policy is well-publicised to all staff, including those who join the academy on a temporary basis. This person will ensure that all procedures in this policy are robustly and routinely carried out and that in the event of any changes regarding best practice or statutory legislation, staff and Governors will be clearly and promptly informed.

The Assistant Principal – Inclusion will make an annual report to the EAB on any changes to this policy and implementation of this.

### **Approval by EAB and Review Date**

The EAB will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

This policy has been formally approved and adopted by the EAB at a formally convened meeting

..... Signed .....	Date
..... Name .....	Title

# Safeguarding Record of Concern

Student Name :

Student D.O.B:

Student Address:

Date & Time of recording:

Date & Time of incident :

*If the concern was reported by a 3<sup>rd</sup> party – Name and Contact details of agency/organisation:*

**Facts** : Who, What, Where, When ? Record what you are told **NOT** opinion– *students words should be recorded verbatim where possible, and indicated by speech marks)*

**Observation:** *What have you observed directly regarding the incident, include appearance, emotions and anything else that may be of relevance? **In the case of physical Injuries - these should be recorded on the body map pro forma.***

**Allegation / Witnesses:** *Have any other adults or children mentioned anything of note regarding the child?*

**Professional Opinion:** *Please remember that your professional instinct is valid and it is important that it is included.*

**Any other comments:**

**ACTION TAKEN:**

**Signature :**

**Print Name :**

**Date :**

## Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified eg red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, eg round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.



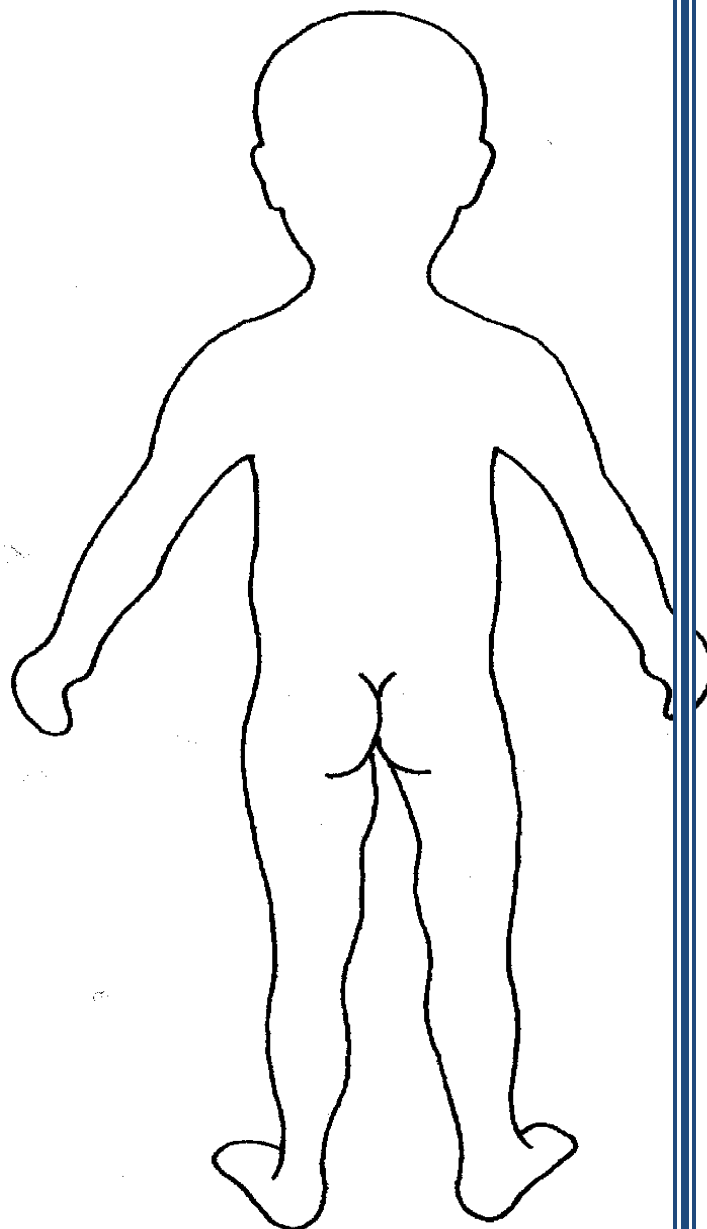
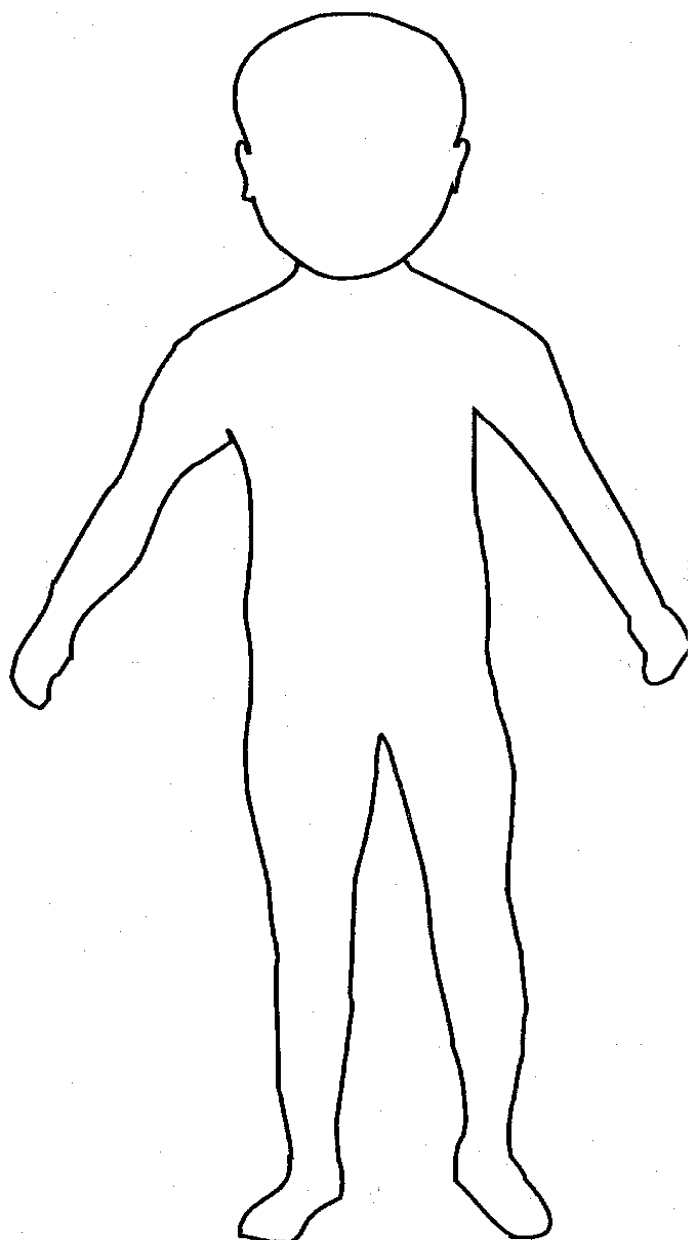
# BODYMAP

(This must be completed at time of observation)

Name of Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

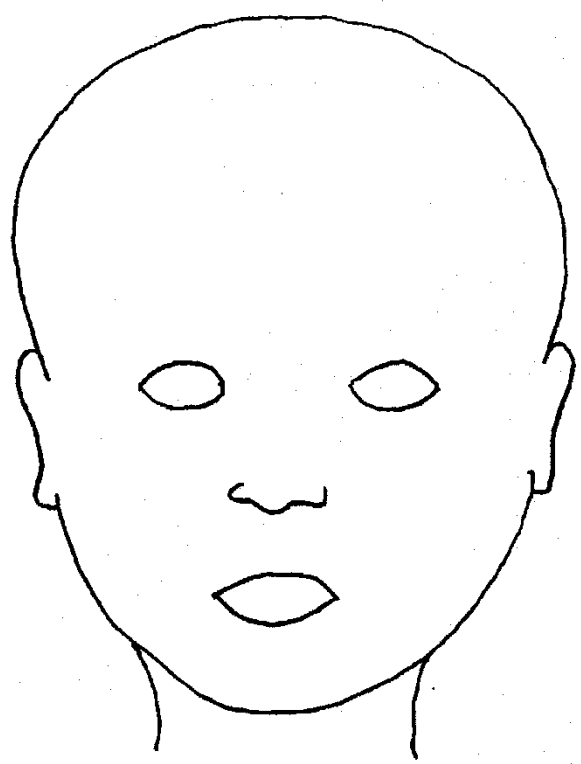
Name of Staff: \_\_\_\_\_ Job title: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

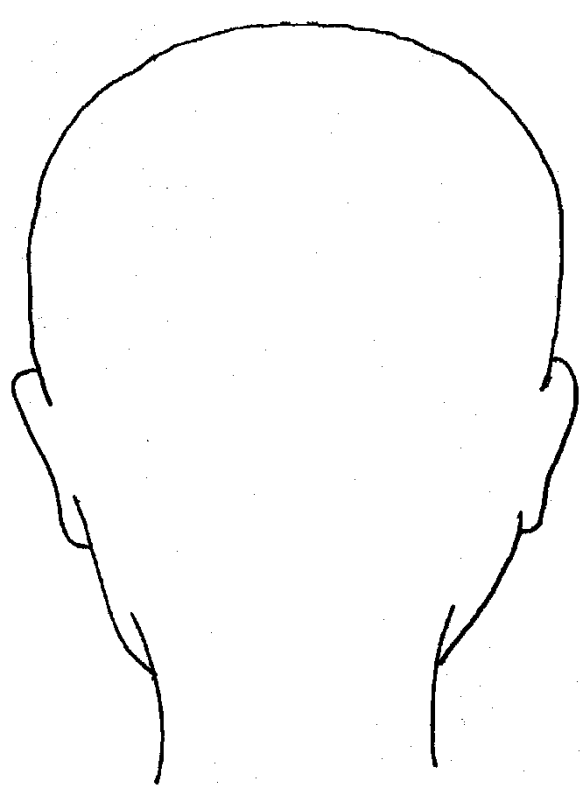


Name of pupil: \_\_\_\_\_

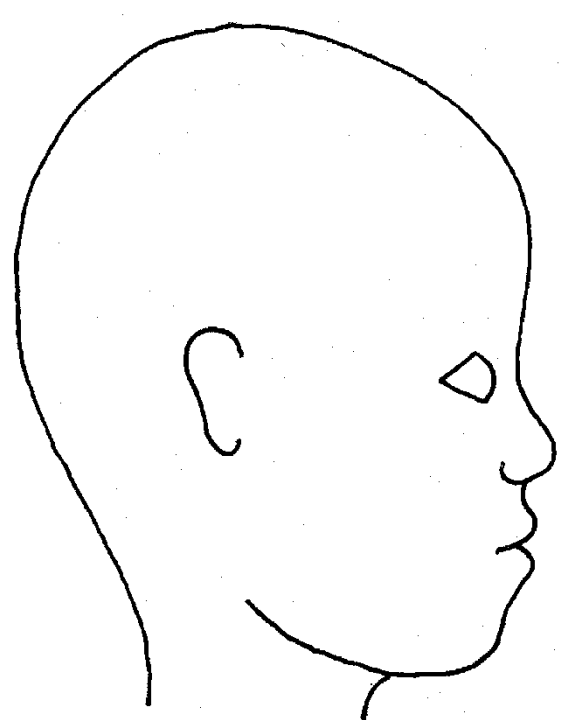
Date and time of observation: \_\_\_\_\_



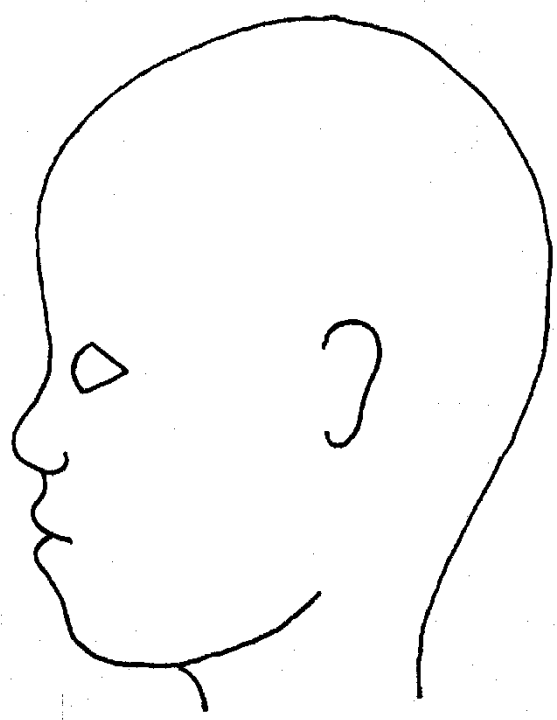
**FRONT**



**BACK**



**RIGHT**

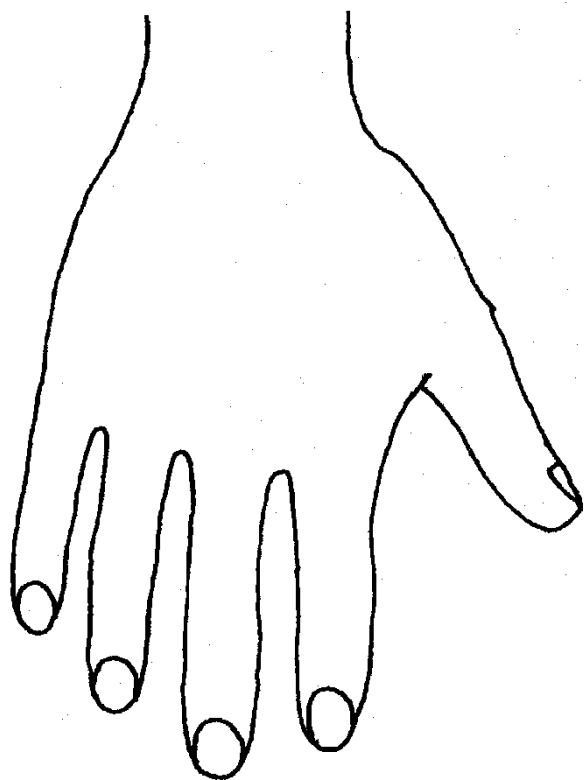


**LEFT**

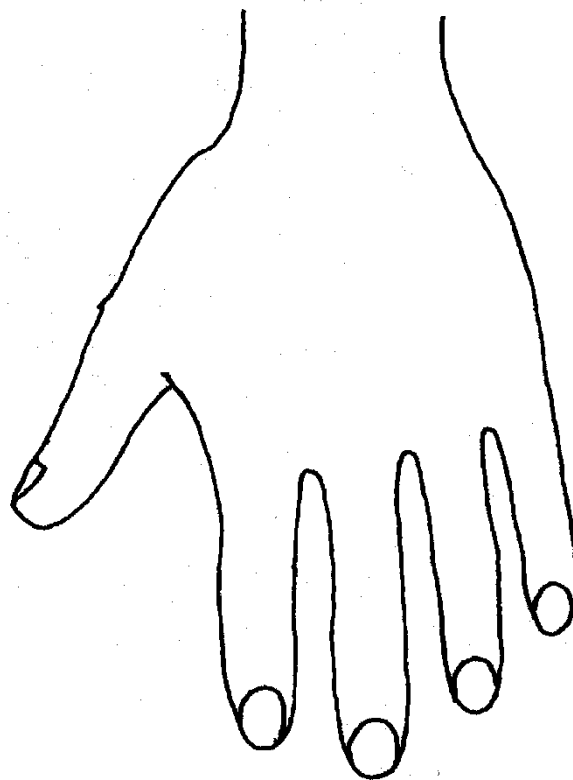
\_\_\_\_\_

Name of pupil: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

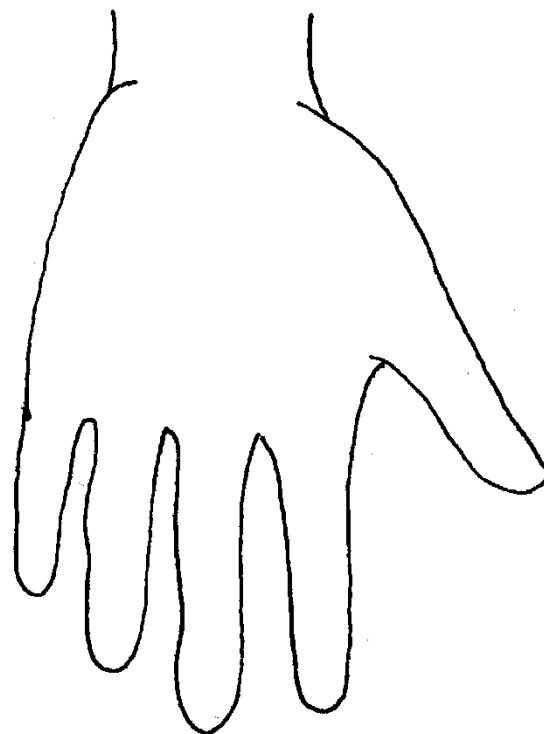


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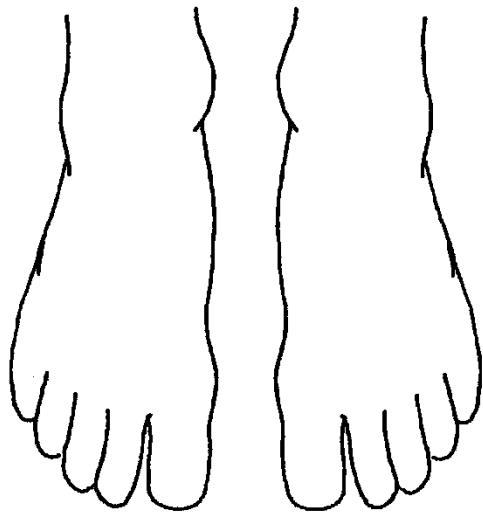
L

BACK



Name of Pupil: \_\_\_\_\_

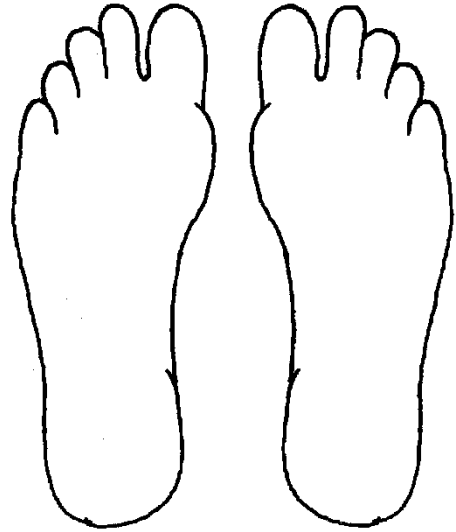
Date and time of observation: \_\_\_\_\_



R

TOP

L



R

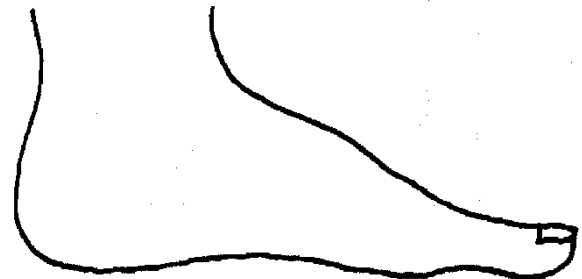
BOTTOM

L



R

INNER



L



R

OUTER



L

Printed Name,  
Signature and Job  
title of staff:

\_\_\_\_\_