



Child Protection Policy

ACADEMY

Q3 Academy
Child Protection Policy

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Introduction

This is a Governor's Policy.

We believe that:

- All staff play an important role in protecting children.
- The Academy can contribute to the prevention of abuse;
- All students have the right to be protected from harm;
- Students need support that matches their individual needs including those who may have experienced abuse.

The following sets out how the Academy will try to fulfil local and national responsibilities as laid out in the Inter-agency Child Protection Procedures and the document "Safeguarding Children in Education" which is a statutory requirement under the Education Act 2002 further reinforced by the Children Act 2004.

Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and students
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging students and parental participation in practice
- Addressing concerns at the earliest possible stage.

To contribute to the protection of students in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with students, parents and agencies.

To contribute to supporting students in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs
- Making referrals when concerns are identified without delay.

All staff should:

- Be familiar with the Academy's child protection policy including issues of confidentiality.
- Be alert to signs and indicators of possible abuse.
- Record concerns on a Child Protection Form continuation sheet. All staff have access to blank copies of this form on which they can record any observation or cause for concern. Once completed the form should be handed to the designated senior member of staff (see page 4) who will take responsibility for following the appropriate Child Protection procedures;
- Deal with a disclosure of abuse from a student in line with the recommendations in Appendix two. Disclosures must be passed to the designated senior member of staff immediately in line with current practice

- Be involved in ongoing monitoring and recording to support the implementation of individual education programmes and inter agency child protection and child support plans

In addition, all staff whether paid or voluntary:

- Will be subject to criminal vetting whether new staff, supply staff, work placement students, volunteers etc
- Will be expected to behave in accordance with the Academy's general behaviour policy.

The designated Senior Member of staff

Dave Lomax – Strategic Director

Julia Baker – Strategic Director

Along with the Principal, the designated senior member of staff will be responsible for coordinating all child protection activity.

Child protection information needs to be dealt with in a confidential manner.

A written record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details when it is deemed appropriate that knowledge of the situation will improve their ability to safeguard an individual student and/or family.

Child Protection records will be stored securely in a central place separate from academic records. They should be kept for the period during which the student is attending the Academy and passed on to any new school/Academy. Please note that parents/carers do not have the right to see these records under the Data Protection Act. Access to these, apart from the designated senior member of staff for Child Protection will be restricted, and a written record will be kept of who has had access to them.

Parents should be made aware and kept up to date regarding any concerns or developments by appropriate members of staff. General communications with parents should be in line with any other Academy policies and give due regard to which adults have parental responsibility.

It is essential however that information/concerns about a student that could put them at risk of significant harm if the parent/carer were informed should not be disclosed.

As noted above, if the student moves from the Academy, Child Protection records must be forwarded onto the new school/Academy, with due regard to their confidential nature. Contact between the two organisations may be necessary, especially on transfer from primary school.

The nominated Governor

In accordance with recommendations in "Safeguarding Children in Education" every school/Academy should have a nominated governor whose role is to ensure child Protection procedures are implemented effectively.

The nominated Governor for Child Protection at the Academy (Mr Ian Marks) is:

- Responsible for liaising with the Principal/designated senior member of staff over all matters regarding child protection issues. The role is strategic rather than operational and they will not be involved in concerns about individual students.
- “Safeguarding Children in Education” further indicates that a report be produced annually in collaboration with the Principal and designated senior member of staff for child protection, and presented to the governing body.
- The report should outline the role of the Academy in legislation and guidance. Indicating the number and names of any designated learning consultants and staff with any particular responsibility e.g. senior lunchtime supervisor.
- The report should also indicate any actions regarding; policy and procedures in Academy training of staff groups, designated senior member of staff, whole staff, lunchtime supervisors, including indication and updating number of cases causing concern number of referrals to other agencies, number of single or interagency meetings held/attended, and any relevant recommendations for action as a consequence.

1. Involving Parents

In general, concerns will be discussed with parents before approaching other agencies, and will seek their consent to making a referral to another agency. An appropriate member of staff will approach parents after consultation with the designated Child Protection Officer.

There may be occasions when the Academy will contact another agency before informing the student. The Academy will work in partnership with other agencies in the best interests of the student.

Written reports will be provided as required for these meetings. If a representative from the Academy is unable to attend, a written report will be sent.

Where a student is subject to an inter-agency plan of protection, the Academy will contribute to the preparation, implementation and review of the plan as appropriate.

Students will be supported to develop skills, concepts, attitudes and knowledge to enable them to promote their safety and well-being.

The Curriculum

Relevant issues will be addressed through the Headstart curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education and bullying.

Relevant issues will also be addressed through other areas of the curriculum. For example, circle time, English, History, Drama and Art.

Other Areas of Work

All policies that address issues of potential harm need to be linked to ensure an integrated approach.

The child protection policy cannot be separated from the general ethos of the Academy, which should ensure that students are treated with respect and dignity, feel safe and are listened to.

Academy's role in supporting children

Appropriate support will be offered to individual students who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these students in conjunction with other agencies. This plan will detail areas for support, and who will be involved.

The Academy will work in partnership with parents/carers and other agencies as appropriate.

Staff Support

Support is available for any member of staff from:

Mr Dave Lomax

Staff Training

The designated senior member of staff must attend statutory Child Protection training.

The Academy must ensure all staff receive appropriate Child Protection training appropriate to their roles and responsibilities, especially staff new to the Academy every 3 years.

The nominated governor must ensure that they have attended specific training on their role.

2. Implementation, Monitoring and Evaluation of the Policy

This policy was presented to staff during training and is available on the system for all staff to see. Staff are continually reminded of the procedures in the policy in staff briefings.

The effectiveness of the policy is monitored and evaluated during regular meetings between the two Child Protection Officers and the lead professional with responsibilities for Inclusion.

Appendix 1

Definitions and Indicators of abuse:

Neglect

Examples that may indicate neglect (it is not to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Student dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor Academy attendance or often late for Academy
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illness/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve development milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour.

Physical Abuse

Examples that may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising
- Inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Regular outlined burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual Abuse

Examples that may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour
- Age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate, selective mutism
- Infection or persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa or bulimia
- Attention seeking behaviour
- Self-mutilation
- Substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation
- Touching others inappropriately
- Depression
- Withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches near to or in the genital/anal area.

Emotional Abuse

Examples that may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes
- Continual self-deprecation
- Delay physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses
- Fantasies
- Tics and twitches
- Self-harming
- Drug or solvent abuse
- Fear of parents being contacted
- Soiling, smearing faeces, enuresis

Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctant to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household.

Appendix 2

Dealing with a disclosure of abuse

When a student tells a member of staff about abuse s/he has suffered, what action must be taken?

- Stay calm
- Do not transmit shock anger or embarrassment
- Reassure the student. Tell her/him you are pleased that she/he is speaking to you
- Never enter into a pact of secrecy with the student. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Students very rarely lie about abuse, but she/he may have tried to tell others and not been heard or believed
- Tell the student that it is not her/his fault
- Encourage the student to talk but do not ask “leading questions”
- Listen and remember
- Check that you have understood correctly what the student is trying to tell you
- Praise the student for telling you. Communicate that she/he has a right to be safe and protected
- Do not tell the student that what she/he is experiencing is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the student may retract what she/he has told you. It is essential to record all you have heard
- At the end of the conversation, tell the student again who are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the students own language. Include any questions you may have asked.
- Do not add any opinions or interpretations.

NB it is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

A disclosure of abuse must not be dealt with by an individual member of staff.

Listening to and supporting a student who has been abused can be traumatic for adults involved and support will be available from the HR Manager.

Appendix 3

Allegations against a member of staff.

- Inappropriate behaviour by staff could take the following forms:
- Physical includes, for example, Intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional includes, for example, intimidation, belittling, scapgating, bullying, sarcasm, lack of respect for children's rights and attitudes which discriminate on the grounds of race, gender, disability or sexuality. Any other behaviour that would not be expected from a parent
- Sexual includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape, abuse of trust, inappropriate touch, language, behaviour, showing pornographic/indecent material to a child, possession of indecent images.

If a child makes an allegation against a member of Academy staff the Principal should carry out an urgent initial consideration.

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.