Rudheath Primary Academy

Child Protection and Safeguarding Policy

Last updated: Summer 2016
To be reviewed: Summer 2017
Rudheath Primary Academy
Safeguarding Policy and Procedures

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“A good child protection system should be concerned with a child’s journey through the system from needing to receive help, keeping a clear focus on children’s best interests throughout.”
‘Munro Review of Child Protection Report; the child’s journey’ (Pg 12)
Professor Eileen Munro February 2010
Introduction

This policy is one of a series in the academy’s integrated safeguarding portfolio. Our core safeguarding principles are:

- the academy’s responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the academy community of pupils, parents, staff and governors will be involved in policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of Cheshire West and Chester local safeguarding children board (LSCB). This policy has been developed in accordance with “Work Together to Safeguard Children” (March 2015). We also work in accordance to the “Keeping Children Safe in Education” (DfE 2015) and the school has an effective overarching safeguarding and child protection and child missing in education policy” (Paragraph 61)

Policy Principles

- The welfare of the child is paramount in each and every decision that we make.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Children and staff involved in child protection issues will receive appropriate support

Policy Aims

- To provide all staff with the necessary information to enable them to meet their safeguarding responsibilities
- To ensure consistent good practice
- To demonstrate the academy’s commitment with regard to child safeguarding to children, parents, carers and other partners
- To contribute to the academy’s safeguarding portfolio

Terminology
Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully. Working Together, 2010

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the academy, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Allegation Keeping Children Safe in Education (2015) defines allegations as follows:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence. (Section VI)

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school/academy staff are uniquely placed to observe changes in children’s behaviour and the outward signs of abuse. Children may also turn to a trusted adult in a school/academy when they are in distress or at risk. It is vital that school/academy staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

The Importance of Teaching: The Schools White Paper November 2010 DfE

“They understand well the connections between pupils’ physical and mental health, their safety, and their educational achievement. They create an ethos focused on achievement for all, where additional support is offered early to those who need it, and where the right connections are made to health, social care and other professionals who can help pupils overcome whatever barriers to learning are in their way.”

“Good schools work with parents, community organisations and local agencies to create a healthy, safe and respectful environment in school, after school, and on the way to and from school. Good teachers instil an ethos where aspiration is the best reason for children to avoid harmful behaviour.”
Key Personnel

The Designated Safeguarding Lead (DSL) for Child Protection is: Jane Thomas (Inclusion Lead)

Contact details: 01606 288266

The Deputy Designated Safeguarding Leads are: Andrew Ross (Principal) and Laura Knight (Deputy Principal), Jackie Storey (ELSA) and Tina Ineson (FSW). These members of staff form the inclusion team and are all trained to CWAC safeguarding at level 3.
Contact details: 01606 288266

The Nominated Governor for Safeguarding is: Mr Bob Richmond

Contact details: b.richmond@focus-trust.uk

The Chair of Governors is: Mr. Bob Richmond

Contact details: b.richmond@focus-trust.uk

Roles and responsibilities

All schools/academies must nominate a senior member of staff to coordinate, oversee and quality assure child protection arrangements. The Local Authority maintains a list of all designated senior persons (DSLs) for child protection.

The Designated Safeguarding Lead (DSL):

- is appropriately trained
- acts as a source of support and expertise to the academy’s community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil’s general file
- refers cases of suspected abuse to children’s social care or police as appropriate
- notifies children’s social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a pupil with a child protection plan leaves the academy, their information is passed to their new school and the pupil’s social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the academy’s contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated Governor and Principal (where the role is not carried out by the Principal) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents.

For procedures and standards please see http://www.cheshirewestlscb.org.uk/

The Deputy Designated Safeguarding Lead(s) is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety
and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

**The Governing Body** ensures that the academy has:

- a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the Principal, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the academy’s arrangements for child protection.
- The Governing Body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Principal.

An annual report/audit will be submitted to the Local Authority about how the governing body’s duties have been carried out. Any weaknesses will be rectified without delay.

**The Principal:**

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils’ safety and welfare is addressed through the curriculum.

**Good practice guidelines**

To meet and maintain our responsibilities towards children we need to agree standards of good practice.

Good practice includes:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils’ behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the academy’s child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
• asking the pupil’s permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
• maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
• being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Abuse of trust
All academy staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the academy staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

The academy’s Code of Ethical Practice sets out our expectations of staff (see: Appendix 1).

Children who may be particularly vulnerable
Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children’s diverse circumstances, rather than the individual child’s personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. Staff are aware and have further training that some children may be particularly vulnerable due to the cultural issue of female genital mutilation (FGM).

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

• disabled or have special educational needs
• living in a domestic abuse situation
• affected by parental substance misuse
• asylum seekers
• living away from home
• vulnerable to being bullied, or engaging in bullying
• living in temporary accommodation
• live transient lifestyles
• living in chaotic and unsupportive home situations
• vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
• involved directly or indirectly in prostitution or child trafficking
• do not have English as a first language.
• Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Support for those involved in a child protection issue
Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support children and their families and staff by:
• taking all suspicions and disclosures seriously
• nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, separate link people will be nominated to avoid any conflict of interest
• responding sympathetically to any request from children or staff for time out to deal with distress or anxiety
• maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
• storing records securely
• offering details of helplines, counselling or other avenues of external support
• following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
• cooperating fully with relevant statutory agencies.

Complaints procedure

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child, using sarcasm or humiliation as a form of control, bullying or belittling a child or discriminating against them in some way. Complaints are managed by senior staff, the Principal and Governors. An explanation of the complaints procedure is included in the Safeguarding Information Booklet for Parents and the Safeguarding Information Booklet for Pupils.

Complaints from staff are dealt with under the academy’s Complaints and Disciplinary and Grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conducts of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of the child is paramount. FAcT’s Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal. Complaints about the Principal should be reported to the Chair of Governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to children and we must act on every allegation.
Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the Principal. Allegations against the Principal should be reported to the Chair of Governors. (see also the Allegations Policy)
The full procedures for dealing with allegations against staff can be found in Safeguarding Children and Safer Recruitment in Education (pp57-67). Further information is contained in the academy’s disciplinary procedures and the Child Protection ‘Quick Guide’ file for staff.

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the Principal (unless the Principal is the DSL) and governors will receive training that is updated at least every three years and the DSL will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the academy’s Visiting Staff Leaflet (see: appendix 3).

Safer Recruitment

Our academy endeavours to ensure that we do our utmost to employ ‘safe’ staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with Focus-trust’s Safer Recruitment Policy.

Safer recruitment means that all applicants will:
- complete an application form
- provide two referees, including at least one who can comment on the applicant’s suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the academy’s child protection policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the Child Protection policy (Staff Declaration Form).

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the academy, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:
- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil’s first name with an image
• ensure pupils are appropriately dressed
• encourage pupils to tell us if they are worried about any photographs that are taken of them.

See FAcT’s Photographic Images Policy

E-Safety

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The academy’s e-safety policy explains how we try to keep pupils safe. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites within the academy. Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents Booklet and the Safeguarding Information for Pupils Booklet.

See FAcT’s E-safety Policy

Child Protection Procedures

Recognising abuse
To ensure that children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse may involve the 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, not necessarily a high level of violence, whether or not the child is aware of what is happening. These activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children looking at or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
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, clothing or 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 care-takers
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

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.
- not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- 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 (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Definitions taken from Working Together, 2010

Bullying
While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the academy and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Principal and the DSL will consider implementing child protection procedures.

Indicators of abuse – what you might see
Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell’. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person. Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.
A child who is being abused or neglected may:
- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other’s safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Impact of abuse
The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action
Key points to remember for taking action are:
- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern (we use an online system for recording and monitoring child protection concerns and record keeping - Child Protection Online Monitoring System – CPOMS). Should the CPOMS system not be available for any reason the paperwork in the Appendix should be used for recording the incident and scanned into CPOMS as soon as possible.
- seek support for yourself if you are distressed.
- Appendix 5 provides a flowchart for reporting a concern.
- If you suspect a pupil is at risk of harm
- There will be occasions when you suspect that a pupil may be at risk, but you have no ‘real’ evidence. The pupil’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may
have noticed physical but inconclusive signs. In these circumstances, you should try to
give the pupil the opportunity to talk. The signs you have noticed may be due to a
variety of factors, for example, a parent has moved out, a pet has died, a grandparent
is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.

Use the welfare concern form (see: Appendix 6) to record these early concerns. If the child
does begin to reveal that they are being harmed you should follow the advice in the section
‘If a pupil discloses to you’.

If, following your conversation, you remain concerned, you should discuss your concerns with
the designated person.

**If a child discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel
ashamed, particularly if the abuse is sexual, their abuser may have threatened what will
happen if they tell, they may have lost all trust in adults, or they may believe, or have been
told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know
that you must pass the information on – you are not allowed to keep secrets. The point at which
you do this is a matter for professional judgement. If you jump in immediately the child
may think that you do not want to listen, if you leave it till the very end of the conversation, the child
may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are
  upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to
  help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has
  happened, whether it happens to siblings too, or what does the child’s mother thinks
  about all this.
- At an appropriate time tell the child that in order to help them you must pass the
  information on.
- Do not automatically offer any physical touch as comfort. It may be anything but
  comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me
  about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of
  being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The pupil may agree to go with you to see the
  designated person. Otherwise let them know that someone will come to see them
  before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the record of concern form and hand
  it to the designated person.
- Seek support if you feel distressed.

A record of concern form is provided in Appendix 7.

**Notifying parents**

The academy will normally seek to discuss any concerns about a pupil with their parents. This
must be handled sensitively and the DSL will make contact with the parent in the event of a
concern, suspicion or disclosure.
However, if the academy believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

**Referral to children’s social care**
The DSL will make a referral to children’s social care if it is believed that a child is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

**Children who display sexually harmful behaviour**
Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the academy’s anti-bullying procedures where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the academy will work with other relevant agencies to maintain the safety of the whole community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and ‘perpetrator’.

**Children as abusers**
Members of staff should be aware that children and young people are vulnerable to physical, sexual and emotional bullying by their peers. Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult and reported to the DSL or Deputy DSL or other nominated designated safeguarding staff immediately. Staff should be alert to the possibility that a child or young person who has harmed another may also be a victim and therefore have unmet needs themselves. However, the interests of the victim must always be the paramount consideration and staff should be alert to the fact that there is likely to be a risk to children other than the current victim.

**Private fostering**
School will notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

**Child missing in education**
The school follows CWAC policy and guidance for children missing in education. This policy is available from the school office.

**A child who is at risk of radicalisation (Channel / Prevent strategy)**
Staff at the school have all been trained in PREVENT – the Government strategy for preventing radicalisation. A copy of the school policy is available from the school office.

A disclosure or allegation of abuse should always be referred to the local authority team i-ART (integrated access and referral team).

They can be contacted on: 0300 123 7047 or out of hours on 01244 977277

**Confidentiality and sharing information**
All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child, family and staff involved but also to ensure that being released into the public domain does not compromise evidence.
Staff should only discuss concerns with the designated person, Principal or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis. Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:
- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject’s rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil’s school file and the school file will be ‘tagged’ to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the Principal.

The Data Protection Act does not prevent academy staff from sharing information with relevant agencies, where that information may help to protect a child.

The academy’s policy on confidentiality and information-sharing is available to parents and pupils on request.

**Reporting directly to child protection agencies**
Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children’s social care, police if:
- the situation is an emergency and the designated senior person, their deputy, the Principal and the Chair of Governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil’s safety.

**Related safeguarding portfolio policies**
Physical intervention and the use of reasonable force
Personal and intimate care
Complaints procedure
Anti-bullying
Appropriate physical contact
Whistleblowing
SEN
Behaviour
Missing children
Safer recruitment


“Early identification and provision of help is in the child’s best interest and results — services which deliver and support families are vital in promoting children’s wellbeing.”

“All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.”
Managing allegations
Grievance and disciplinary
Appendix 1 –
Rudheath Primary Academy

Code of ethical practice for academy staff

All academy staff are valued members of our community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our children.

All academy staff should:

• place the safety and welfare of children above all other considerations
• treat all members of the community, including children, parents, carers, colleagues and governors with consideration and respect
• adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
• treat each child as an individual and make adjustments to meet individual need
• demonstrate a clear understanding of and commitment to non-discriminatory practice
• recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
• understand that academy staff are in a position of trust and that sexual relationships with a child, even over the age of 16, may be an offence
• be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
• encourage all children to reach their full potential
• never condone inappropriate behaviour by children or staff
• take responsibility for their own continuing professional development
• refrain from any action that would bring the academy and the Focus-Academy Trust into disrepute
• value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.
Appendix 2 –

Rudheath Primary Academy

Visiting staff child protection information leaflet

Welcome to Rudheath Primary Academy

Academy statement:
We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our academy we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

• Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.
• Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.
• A child may:
  • have a bruise, burn or injury that seems suspicious
  • show signs of pain or discomfort
  • be unnaturally passive or withdrawn
  • be unpredictable and challenging
  • seem anxious, fearful or distressed
  • provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child’s health, welfare or safety in any way you must speak to Jane Thomas, Andrew Ross, Laura Knight, Jackie Storey or Tina Ineson (the Inclusion Team) or a senior member of staff before you leave the academy site.

Do not question the child or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a child tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.

If you become concerned about a child’s immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a CPOMS incident report or a welfare concern form (attached) and hand it to the DSL or a senior member of staff before you leave the academy site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy, please contact the DSL or a member of the inclusion team.
Reporting a concern flowchart

Flow chart 1: Referral

Practitioner or member of the public has concerns about child's safety and welfare

Practitioner discusses with manager and/or other senior colleagues as they think appropriate

Still has concerns

Practitioner refers to LA children's social care, following up in writing within 48 hours

Social worker and manager acknowledge receipt of referral and decide on next course of action within one working day

Initial assessment required

Concerns about child's immediate safety

See flow chart 3 on emergency action

No longer has concerns

No further child protection action, although may need to ensure services provided

Feedback to referrer on next course of action

No further LA children’s social care involvement at this stage, although other action may be necessary e.g. onward referral, common assessment

See flow chart 2 on initial assessment
Appendix 4 –
Rudheath Primary Academy

Welfare Concern Record

<table>
<thead>
<tr>
<th>Name of Child:</th>
<th>Class/Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEN</td>
<td>Name of sibling</td>
</tr>
<tr>
<td>Staff Name:</td>
<td>Role:</td>
</tr>
<tr>
<td>Nature of concern:</td>
<td></td>
</tr>
</tbody>
</table>

**Detail of concerns:**
- What you saw, what you heard, in the child’s words
- Brief, accurate details
- Include who else was present

**Actions taken before referral to Designated Lead for Safeguarding:**
- Who you spoke to, who you have shared this information with.
- What happened to the child following the incident / disclosure

**Concern shared with:**

**Signature of referrer:**

**Date of record:**

For Completion by Designated Lead:

**Actions taken with basis of decision:**
- What you did once the concern was raised. Include the names and roles of people you spoke to
- Include basis for decisions e.g. didn’t phone mum to report incident because suspected sexual abuse.

**Signature of Designated Lead:**

**Date of actions:**

**Parent/Carer Informed**

**Date:**

Page 20 of 30
Details of concern continued....

Sites of Injury

FRONT

BACK
# Child Protection Record of Concern

## Pupil's details

<table>
<thead>
<tr>
<th>Full name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>
Telephone

Date of birth

Gender: □ Male □ Female

Is the pupil looked-after by the local authority or are there any other legal family arrangements? (for example, a residence order)

When was the pupil first admitted to the academy?

Ethnicity and culture

Religion

Does the pupil have any disability or special educational need? □ Yes □ No

Please specify

Preferred language of pupil

Is any type of language support required to converse with the pupil? □ Yes □ No

Please specify

Does the pupil know this form has been completed? □ Yes □ No

If not, why not?

If yes, what did the pupil say?

Details of those with parental responsibility
Name(s)
Address

Telephone
Relationship to pupil

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

How does this disability or special need affect the pupil?

Details of any siblings

Does the pupil regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?
Has a Team around the Family Assessment (TAF) been completed for this pupil? □ Yes □ No
Please give date and reason for the TAF

Why are you concerned about this pupil?
Please provide a description of any incidents/conversations and the dates they occurred. You must
make clear what is fact and what is opinion or hearsay. You must not ask the pupil leading questions
or try to investigate the concern yourself

What have you observed and when?
(This relates to anything you have personally witnessed)

What have you been told and when?
(Write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?
(This may be third-party information that is relevant but as yet unsubstantiated)
If an allegation has been made, give any details you have about the alleged abuser.

Date and time of this record

Your details
Full name

Position

If you are not a member of the academy staff please provide details of your agency or service together with a contact telephone number.

Do those with parental responsibility know this form has been completed? □ Yes □ No
If not, why not?

If yes, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone in the academy if this could place the pupil at risk. Speak to the designated person first.

Does the pupil have any visible injury, or have they told you they have been injured? □ Yes □ No
If yes, has medical advice been sought?
Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record

If this record has been handed to anyone other than the designated person please explain why

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _______

If the pupil has a visible injury, please indicate the location on the body map and staple the body map to this form.

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the Principal or your line manager.

If you do not have certain information, such as the child or family’s ethnicity, do not delay handing in the form. Ask the designated person to complete the information.
# Appendix 6

## Rudheath Primary Academy

### Essential contacts

<table>
<thead>
<tr>
<th>Name and role:</th>
<th>Address, telephone and email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy designated safeguarding lead</td>
<td>Jane Thomas 01606 288266</td>
</tr>
<tr>
<td>Principal</td>
<td>Andrew Ross 01606 288266</td>
</tr>
<tr>
<td>Nominated governor</td>
<td>Bob Richmond <a href="mailto:b.richmond@focus-trust.co.uk">b.richmond@focus-trust.co.uk</a></td>
</tr>
<tr>
<td>Deputy designated senior person</td>
<td>Laura Knight</td>
</tr>
<tr>
<td>Local Authority Designated Officer</td>
<td>01244 973056</td>
</tr>
<tr>
<td>Local Authority Safeguarding Children in Education Manager</td>
<td>Elaine Murray, 0151 356 6843</td>
</tr>
<tr>
<td>Local Authority Safeguarding Children in Education Officer</td>
<td>Kathryn Hill</td>
</tr>
<tr>
<td>Trust Human Resources</td>
<td>Claire Livingstone 01457 821813 &amp; Working With Schools 0161-793-4111</td>
</tr>
<tr>
<td>FACT CEO</td>
<td>Helen Rowland 01457 821813</td>
</tr>
<tr>
<td>Children’s social care Contact and Referral Team</td>
<td>01606 275099 <a href="http://www.cheshirewestandchester.gov.uk">www.cheshirewestandchester.gov.uk</a></td>
</tr>
<tr>
<td>Local Safeguarding Children’s Board</td>
<td><a href="http://www.cheshirewestlsb.org.uk">www.cheshirewestlsb.org.uk</a></td>
</tr>
<tr>
<td>0151 3566494</td>
<td></td>
</tr>
<tr>
<td>Out of hours Emergency duty team</td>
<td>01244 977277</td>
</tr>
<tr>
<td>Health authority</td>
<td>Cheshire West and Chester</td>
</tr>
<tr>
<td>Cheshire Police</td>
<td>999 in case of emergency</td>
</tr>
<tr>
<td></td>
<td>101 for non emergency</td>
</tr>
<tr>
<td></td>
<td>For general enquiries</td>
</tr>
</tbody>
</table>
| Safer Schools Officer                                   | [Elizabeth.Stanton@cheshire.pnn.police.uk](mailto:Elizabeth.Stanton@cheshire.pnn.police.uk) | 01606 364565
Appendix 7: Assessment Triangle

Assessment Framework Triangle

- Health
- Education
- Emotional & Behavioural Development
- Identity
- Family and Social Relationships
- Social Presentation
- Selfcare Skills
- Child’s Developmental Needs
- Child

Basic Care
- Ensuring Safety
- Emotional Warmth
- Stimulation
- Guidance & Boundaries
- Stability
- Parenting Capacity

Family and Environmental Factors

Family History and Functioning
- Wider Family
- Housing
- Employment
- Income
- Family’s Social Integration
- Community Resources
“A good child protection system should be concerned with a child’s journey through the system from needing to receive help, keeping a clear focus on children’s best interests throughout.”

‘Munro Review of Child Protection Report; the child’s journey’ (Pg 12)

Professor Eileen Munro February 2010