Child Protection Policy

Creative Education Trust

The designated safeguarding lead for Harpfield Primary Academy is Richard Woollacott
The deputy designated safeguarding leads for Harpfield Primary Academy are Angela Lockett and Elizabeth Byrne

The local authority's safeguarding procedures are available at: safeguardingchildren.stoke.gov.uk

Scope

1) Creative Education Trust's (CET) safeguarding lead is Mary Groom, trustee.

2) The Headteacher is responsible for implementing this policy, publishing it on the school's website and ensuring that all staff at the school are aware of and comply with it.

3) The Headteacher will ensure that the school has a designated safeguarding lead from the school's leadership team, and one or more deputies if he/she deems this appropriate, in order to provide support to staff to carry out their safeguarding duties and who will liaise closely with other services, such as children's social care. The designated safeguarding lead's duties are clearly outlined in his/her job description in line with the guidance in Annex B of *Keeping children safe in education*[1].

Principles

4) CET is committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where pupils and adults feel confident about sharing any concerns that they may have about their own safety or the wellbeing of others.

5) The school contributes to inter-agency working in line with the statutory guidance, *Working together to safeguard children*[2], and follows the local authority's safeguarding procedures set up by the Local safeguarding Children Board (LSCB).

6) This policy is based on the DfE publication: *Keeping children safe in education*, May 2016 (for implementation 5 September 2016) and should be read in conjunction with that document. The policy is not intended to replicate the content of the DfE publication and it is a requirement that all staff read part 1 of *Keeping children safe in education*.

[1] Keeping children safe in education, Department for Education, May 2016 for implementation 5 September 2016
[2] Working together to safeguard children, H M Government, March 2015

7) The policy is applicable to all on- and off-site activities undertaken by pupils whilst they are the responsibility of the school.

8) All staff have a responsibility to provide a safe environment in which children can learn. They must:

   a) 'think the unthinkable' and accept that child abuse can happen anywhere, including in schools, **'it could happen here'**
   b) understand that any adult in school can report their concerns directly to social care or the police
   c) recognise that children are capable of abusing their peers and treat any concerns about peer-on-peer abuse in the same way as that involving adults; measures to minimise these risks are included in the bullying and behaviour policies
   d) understand that different gender issues can be prevalent when dealing with peer-on-peer abuse; for example, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence
   e) have a clear understanding about the wide range of safeguarding concerns, including those listed below. Further information about all of these is available in *Keeping children safe in education*.

      i) children missing education
      ii) bullying, including cyber-bullying
      iii) child missing from home or care
      iv) child sexual exploitation (CSE)
      v) domestic violence
      vi) drugs
      vii) fabricated or induced illness
      viii) faith abuse
      ix) female genital mutilation (FGM)
      x) forced marriage
      xi) gangs and youth violence
      xii) gender-based violence/violence against women and girls (VAWG)
      xiii) hate
      xiv) mental health
      xv) radicalisation
      xvi) sexting
      xvii) trafficking

9) The safeguarding of children is also part of other school policies. Staff should understand and follow:

   a) The staff behaviour policy
   b) Anti-bullying policy
   c) Behaviour for learning policy

d) First aid policy
e) Health and safety policy
f) Educational visits policy
g) Physical restraint policy
h) Preventing extremism and radicalisation policy
i) Health and safety policy
j) Safer recruitment policy
k) Intimate care policy
l) E-safety policy
m) Equal opportunities policy
n) Whistle blowing policy

Induction and training

10) As part of their induction, all new staff will be provided with a copy of this policy, part 1 of *Keeping children safe in education* and access to all of the above policies. They will also be introduced to the designated safeguarding lead who will explain their role and provide them with basic safeguarding training.

11) The Headteacher will determine the level of information that will be provided to temporary staff and volunteers.

12) All staff members will be provided with regular safeguarding and child protection training, at least annually, along with child protection updates as required in order for them to have the relevant skills and knowledge to safeguard children effectively. All training follows the latest advice from the LSCB.

The designated safeguarding lead

13) The designated safeguarding lead:

a) takes lead responsibility for safeguarding and child protection in the school
b) will always be available during term time and school hours for staff in school to discuss any safeguarding concerns
c) will undergo appropriate training which will be updated every two years in addition to updating his/her knowledge and skills at regular intervals to keep up to date with any developments relevant to their role
d) will have an overview of all safeguarding concerns and follow the procedures set out in LSCB guidance and in *Keeping children safe in education* to ensure that appropriate action is taken in every case
e) will monitor all safeguarding concerns and press for reconsideration of any referrals where a child's situation does not appear to be improving
f) will support staff who make referrals to the Channel programme
g) will maintain written records, which must be signed and dated, of all child

protection concerns, ensuring these are kept secure and confidential to those individuals and organisations that need to know

School Procedures

14) All staff must be prepared to identify children who may benefit from early help. In the first instance, staff should discuss early help requirements with the designated safeguarding lead.

15) Any staff member who has concerns about a child's welfare, either through observed behaviour or disclosure by a child or other person must:

a) where a child is in immediate danger or is at risk of harm, ensure that a referral is made to children's social care or the police immediately
b) where possible, speak with the designated safeguarding lead immediately to agree a course of action
c) report all safeguarding concerns to the designated safeguarding lead
d) make clear notes, which must be dated and signed, of any observations or disclosures and pass these to the designated safeguarding lead as soon as possible
e) if speaking with a child who makes a disclosure, not promise a child that they will not tell anyone else as this may not be in the best interest of the child
f) inform the designated safeguarding lead as soon as possible if they make a referral directly
g) report to the police any act of female genital mutilation (FGM) that they discover has been carried out on a girl under the age of 18 years. **This is a legal duty.**

Concerns about other staff members

16) Any member of staff who has a concern about another staff member must refer this to the Headteacher.

17) If a staff member has concerns about the Headteacher, they must refer this to the Chair of the Local Governing Body (LGB).

18) The person receiving the referral becomes the 'case manager'.

19) In all cases concerning staff members that appear to meet one or more of the criteria outlined in *Keeping children safe in education*, the case manager must refer it to the designated officers at the local authority and/or the police to discuss the case and then follow the advice given. The criteria are that a member of staff or volunteer 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
c) behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

20) If a person in regulated activity is dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the case manager must make a referral to the Disclosure and Barring Service (DBS). **This is a legal duty.**

21) In all cases, the case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer and in line with his/her advice. The case manager should act in such a way as to minimise stress and ensure that support is in place for the individual, advising them to contact their trades union or a colleague for support.

22) All those involved must follow the reporting restrictions introduced in The Education Act 2002 which prevent the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. The reporting restrictions apply until the point that the accused person is charged with an offence, or the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation.

Types of abuse and neglect

23) Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. The definitions below are from *Keeping children safe in education*. This publication provides additional information and links to other sources about specific types of abuse. Staff members should refer to these sources and to the designated safeguarding lead for further information.

a) **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

b) **Physical abuse**: a form of abuse which 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.

c) **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 cyberbullying), 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, although it may occur alone.

d) **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, 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.

e) **Neglect**: 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 and 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-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Vulnerable children

24) The designated safeguarding lead will maintain a list of pupils who the school has identified to be at potential risk and ensures that relevant staff are made aware and that these pupils are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

25) The most common reason for children becoming LAC is as a result of abuse and/or neglect. Staff must be clear about the care arrangements for individual LAC and be especially vigilant with regard to their well-being.

26) The designated safeguarding lead must have details of each LAC's social worker and the name of the virtual school Headteacher.

27) Children with special educational needs and disabilities can face additional safeguarding challenges and are disproportionately affected by things like bullying. Staff must be especially vigilant for any signs of abuse and neglect with these

children and not assume that any signs relate to a child's disability or special educational needs.

Radicalisation and extremism

28) The designated safeguarding lead will undertake Prevent awareness training and ensure that all staff are suitably trained and kept up to date in order that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

29) The designated safeguarding lead will guide staff to ensure that any concerns that a child might be vulnerable to radicalisation are referred to Channel when appropriate.

30) The school will work closely with parents, unless it has specific reason to think that this would put the child at risk, to identify early signs of radicalisation, keeping them informed about any concerns in school and pointing them towards the right support mechanisms.

31) Through the E-safety policy, the school will have in place measures to prevent children from accessing terrorist and extremist material on the internet.

The curriculum

32) Pupils are taught about safeguarding, including online, through teaching and learning opportunities within the curriculum. The details are included in the school's curriculum documentation.

Safer Recruitment

33) The school operates a safer recruitment policy to ensure that all staff employed by the school are suitable for the posts they are employed for and all volunteers are suitable to work with children.

34) The school maintains a single central record of its staff and volunteers in line with statutory guidance.

Record keeping

35) The designated safeguarding lead ensures that all safeguarding concerns are recorded in writing and that all notes are signed, dated and stored securely and separate from educational records. The records may only be accessed by the designated safeguarding lead, any deputy safeguarding leads and the senior leaders of the school.

36) Child Protection records are not open to pupils or parents.

37) Records will be shared with other agencies as appropriate.

38) The school will seek parental consent before making a Child in Need (S17) referral to Children's Social Care (Children's Services). If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47), which does not require parental consent. The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

39) When a child moves to another school, the designated safeguarding lead ensures that all safeguarding records are sent securely to the new school and separate from educational records.

The role of the Board of Directors of the Trust and the Local Governing Body

40) This policy has been prepared by the Board of Directors and is reviewed annually, or more frequently as required.

41) The LGB will appoint a safeguarding governor who will visit the school regularly and meet with the designated safeguarding lead. He/she will provide a report at each LGB meeting to support the LGB in fulfilling its requirement to ensure that the school's arrangements for safeguarding are effective.

42) The Headteacher will report statutory safeguarding information to the LGB at every full LGB meeting using the standard CET academy report template.

Children who go missing from education

43) The school will maintain an admission register and attendance registers in line with statutory requirements.

44) The school will inform the local authority before it removes a child from the admission register where the pupil:

a) has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
b) has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
c) has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
d) is in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe they will be returning to the school at the end of that period
e) has been permanently excluded.

45) The school will inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a period of 10 consecutive school days or more.

Complaints

46) Any complaints arising from the operation of this policy will be considered under the school's complaint procedure.