



# **Child Protection and Training Policy**

**'Together we are stronger'**

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## 1.0 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 **Assistant Principal – Inclusion**.

## 2.0 Suggested Audience

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

## 3.0 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
- Anti-bullying Policy
- Student Behaviour Policy
- Learning Outside the Classroom policy
- Equal Opportunities for Students
- Safer Recruitment Policy
- Inclusion Policy

## 4.0 Academy Mission Statement

**‘Together we are stronger’**

## 5.0 Introduction

5.1 The academy in Rossington opened on April 26<sup>th</sup> 2011. The statements, aspirations and targets in this document represent a clear approach, which is wholly consistent with the policies and processes of the sponsor, Delta Academies Trust (DAT). The academy will work closely with DAT’s other academies and with DAT’s Core Team and other personnel to ensure this policy is fully developed in line with best practice and, fully implemented.

Ofsted adopts the definition of safeguarding used in the Children Act 2004, and in the government’s guidance document Working together to safeguard children. This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people’s health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

- 5.2 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.
- 5.3 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.
- 5.4 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 in accordance with DAT and Doncaster's agreed procedures in all cases where there is concern.

## **6.0 Designated Senior Person/Safeguarding Manager**

- 6.1 The Principal has designated the Assistant Principals-Inclusion (Nicola Walker) as the Designated Senior Person (DSP) and the House Director Sara Horscroft as the Deputy (DDSP). 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.
- 6.2 The Principal shall also ensure that all staff and Governors are aware that the DSP's responsibilities include:
- i Ensuring that effective communication and liaison takes place between the academy and Doncaster 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.
- 6.3 The DSP and DDSP should possess skills in recognising and dealing with child welfare concerns. Appropriate training and support will be given. House Directors will be the first person to whom staff report concerns. It is then the responsibility of the House Directors to discuss the situation with the relevant agencies whilst ensuring that the DSP is fully informed about such referrals.
- 6.4 The academy has arrangements in place for when the DSP is absent, with the DDSP deputising in the first instance.
- 6.5 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 LA. They will also initiate appropriate proceedings to address any allegations made against members of staff.
- 6.6 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.
- 6.7 The DSP will ensure each member of staff has access to, and is aware of, the academy's Child Protection policy and the Keeping Children Safe in Education Part 1

. 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.

- 6.8 The DSP will liaise with the Principal to inform him of any issues and ongoing investigations and to ensure there is always cover for the role.
- 6.9 The DSP and DDSP will make sure the academy's child protection policy is updated and reviewed annually and work with the designated governor for Child Protection regarding this.
- 6.10 The DSP will ensure parents/carers have access to full copies of this policy and the Safeguarding Students and Student Welfare Policy, in order to alert them to the fact that the academy may need to make referrals. (Raising parents' awareness may avoid later conflict if the academy does have to take appropriate action to safeguard a child).
- 6.11 Where students leave the academy roll, the DSP will ensure their file is transferred to their new academy or school as soon as possible (This can be done electronically). If a child leaves and the new academy or school is not known, the DSP will inform Doncaster Educational Welfare and the DfE so that these students can be included on the database for lost students.
- 6.12 The DSP will also have an important role in ensuring all staff and volunteers receive appropriate training.

## **7.0 Training in Safeguarding Students**

- 7.1 All new staff will be made aware of the academy's Safeguarding Students Policy and Procedures during their induction. The document will be available to staff in the Staff Handbook and electronically.
- 7.2 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.
- 7.3 The DSP and DDSP will each participate in specific training with a recognised body e.g. NSPCC or LSCB once every 2 years.
- 7.4 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 central DBS register. (see below) A schedule of training will be kept and included as part of the induction process for new staff. A schedule of training will be kept and included as part CPD policy for all academy staff by the Vice Principal.
- 7.5 Every interview panel will contain at least one person who has undertaken the Safer Recruitment Training provided and assessed by the NSPCC. This person will ensure that the 'Safeguarding Students and Safer Recruitment in Education guidance is adhered to throughout the recruitment process.

## **8.0 Disclosure and Barring Service (DBS) Checking**

- 8.1 All personnel who come into contact with students, whatever their status will be DBS checked, including Governors. The Vice Principal, working with the Principal's PA will have responsibility for rigorously maintaining the Central Register.
- 8.2 DBS checking will be rigorous and records will be kept of references obtained in the appointment process detailing when they were obtained and who checked them.
- 8.3 The 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.

## **9.0 Reporting Concern**

- 9.1 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. The member of staff will be asked by the DSP to document briefly the events which have given rise to the concern.
- 9.2 The Academy will follow Doncaster Council's guidelines for Child Protection, liaising with the Social Services and other agencies, as appropriate. The action taken by the DSP will, therefore, be in line with Doncaster Council guidelines.
- 9.3 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.

## **10.0 Record keeping**

- 10.1 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 via CPOMS, signed and dated by the author. Where staff do not have access to CPOMS Appendix 1 should be used and the information passed to the DSP or DDSP to be transferred onto CPOMS. (See Appendix 1)
- 10.2 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 on the Child Protection register, 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.
- 10.3 In the event of a student causing concern transferring to another school, the academy will:
  - i Find out the name of the receiving school;
  - ii Contact the relevant member of staff at that school to discuss the transfer;
  - iii Send all information relating to the student to the receiving school;

- iv Check with the receiving school that the student has actually arrived there on the expected day; and
- v Inform all of the relevant agencies of the transfer.

## **11.0 Listening to students**

- 11.1 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.
- 11.2 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.
- 11.3 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.
- 11.4 Students in the academy will be regularly anonymously questioned regarding their perceptions of how 'safe' they feel when at the academy. The academy student councils will also be used to assess students' perceptions of how safe they feel. The data collected from these surveys will be used to inform changes in policies and practice.
- 11.5 The academy recognises the value of having staff with specialised counsellor training to facilitate speedy reporting of issues by students and to enhance the quality of responses to disclosures.

## **12.0 Confidentiality**

- 12.1 The academy's Confidentiality Policy is set out in the Sex and Relationship Education policy.
- 12.2 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.
- 12.3 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.
- 12.4 When confidentiality has to be broken, the student should be supported, as appropriate and reassured about the academy's 'duty of care'.
- 12.5 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.

- 12.7 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.

## **13.0 Monitoring**

- 13.1 The academy will monitor students whose names are on the Child Protection Register in line with what has been agreed in the child protection plan. Students deemed 'at risk' or known to be vulnerable will be regularly reviewed by a Professionals Meeting convened by the academy to ensure swift, integrated and appropriate intervention.
- 13.2 Parents/carers will be made aware of the academy's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the student.

## **14.0 Guidelines for monitoring**

- 14.1 When?

When there is concern in the Academy about:

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a student
- Information from others
- If requested by another agency e.g. following a case conference

- 14.2 Who should monitor?

- Teachers
- Other academy staff
- Other staff in regular contact with the student

- 14.3 What should be monitored?

- Patterns of attendance
- Academic progress
- Changes of mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present
- Multi agency reports, case reviews etc.

## **15.0 Preventative approaches**

- 15.1 Students will be taught, through the curriculum, during academy 'step up days' and in meetings with tutors and House Directors about the risks of different kinds of child abuse and neglect, equipping them with the skills they need to help them stay safe.
- 15.2 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.
- 15.3 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
  - Promote the values and beliefs of others ensuring an open environment for discussions around radicalisation and extremism.
- 15.4 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'
  - Reducing feelings of isolation that may lead to radical thinking and/or actions.
- 15.5 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.

## **16.0 The role of the EAB**

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

- 16.2 They will ensure that the Principal has appointed a DSP and DDSP and that a nominated Governor for Child Protection is in place.
- 16.3 Governors will ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to 'Safeguarding Children and Safer Recruitment in Education 2007'.
- 16.4 Governors 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 PSHE programme of study.

## **17.0 The role of the Principal**

17.1 The Principal will:

- Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by Doncaster Council. These will be well-publicised to all staff
- Liaise with the nominated Governor on student 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
- 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 Policy
- Work with local partners to create a safe environment for students at the academy

## 18.0 Monitoring and Review

The **Assistant Principal – Inclusion** 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 Education Advisory Body on any changes to this policy and implementation of this.

## 19.0 Approval by Education Advisory Body 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

Policy approved:



(Chair of EAB)

Date:

12/12//16

Date of Policy review:

12/12/18

**End of statement**

# CPOMS Quick Guide

## CPOMS Log on

1. Open your email account
2. In a separate window
  - In the URL box at the top type in [theallsaints.cpoms.net](http://theallsaints.cpoms.net)
3. Enter your email address and press Reset Password.
4. Go back to your emails – copy the password generated by CPOMS
5. Go back to CPOMS, enter your email address and COPY the password from your email.
6. Go to Login
7. Go to Change Password
8. Enter a more memorable password in both boxes and Change Password - Please ensure you keep this and the site address ([theallsaints.cpoms.net](http://theallsaints.cpoms.net)) in a safe place so that you can access it at any time you may need to.

## Entering an incident

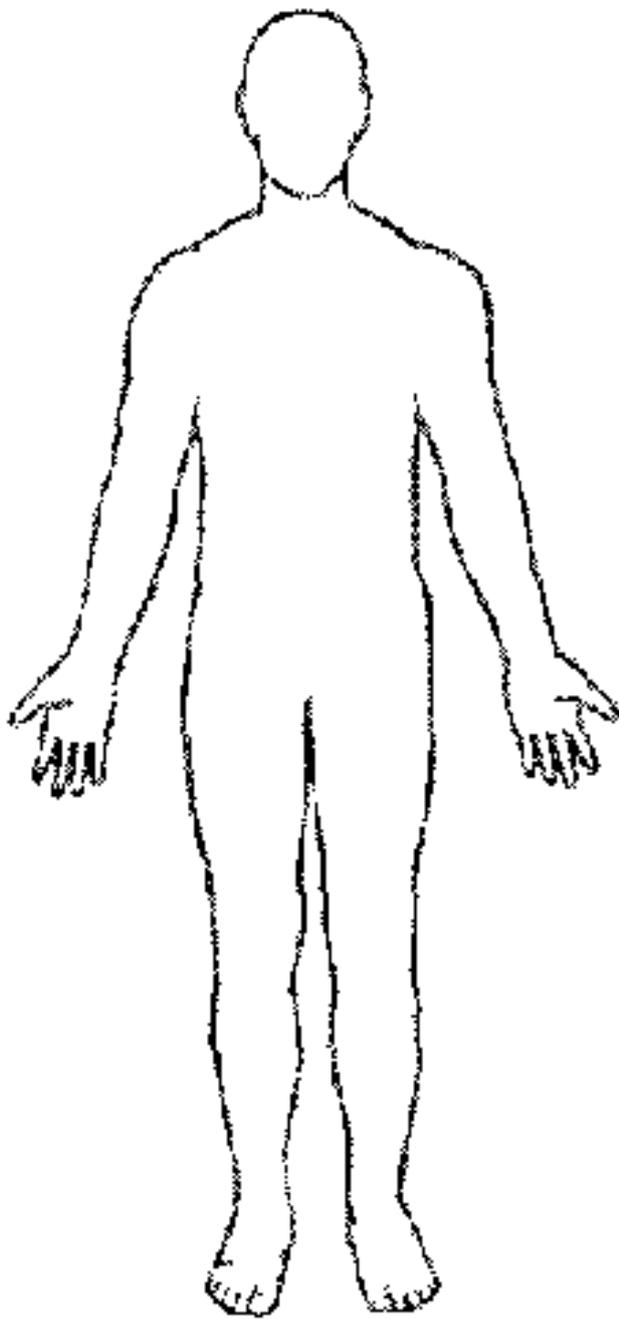
1. Go to Add incident
2. Enter the student's name.
3. Enter a detailed description of the incident, (if it is a disclosure please be careful to make sure you use the wording the student used rather than your interpretation).
4. Categories – tick the **Cause for Concern** box ONLY!
5. If any other students are involved enter their names.
6. You do not need to alert any specific staff, as your concern will automatically go to the students House Director and the Child Protection Officer who will action your concern and add a note of what action has been taken.
7. Do not select any agencies
8. Click the Add Incident box.

## Appendix 1: Logging a Concern about a Student's Safety and Welfare

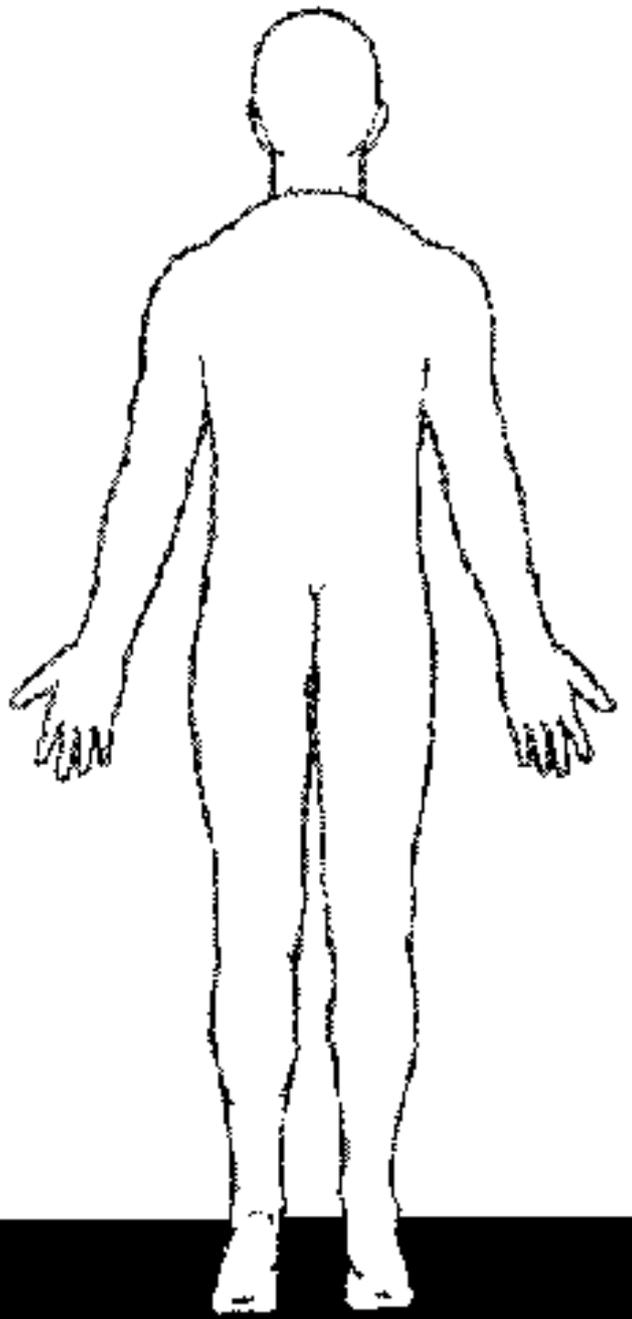
Student's Name:		d.o.b.
Date:		Time:
Member of Staff logging concern: (please print)		
Position:		
Note the reason(s) for recording the concern.		
Record the following factually:	Who?	
	What?	
Use the Body Map overleaf if useful	Where?	
	When?	
Use dates and times if known		
Offer an opinion where relevant (how and why might this have happened?)		

Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.

Signed: .....



**Front**



**Back**



