



Child Protection and Training Policy

The Education Act (2002 section 175) places a duty on Appleton Academy to safeguard and promote the welfare of its children and young people. This means that it has statutory force and stipulates that the main responsibilities of staff within all educational establishments are to provide a safe environment for children and young people.

The Academy will review this policy for changes when safeguarding standards are issued later in 2009.

The Academy will ensure an effective child protection policy demonstrating a commitment to:

- safe recruitment practices;
- following child protection procedures;
- multi-agency working;
- adhering to the information sharing protocol;
- recognising it's pastoral role;
- preventing unsuitable people from working there;
- promoting safe practice and challenging unsafe practice

1.0 Introduction

1.1 Appleton Academy fully recognises the contribution it makes to Child Protection.

There are three main elements to our policy:

- i) Prevention through the teaching and pastoral support offered to children and young people.
- ii) Procedures for identifying and reporting cases, or suspected cases, of abuse. Our day to day contact with children and young people means that Academy staff are well placed to observe the outward signs of abuse.
- iii) Support to children and young people who may have been abused.

1.2 Our policy applies to ALL staff and volunteers working in the Academy.

2.0 Prevention

2.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The Academy will therefore:

- establish and maintain an ethos where children and young people feel secure and are encouraged to talk, and are listened to;
- ensure children and young people know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for Citizenship which equip children and young people with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include, in the curriculum, material which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

3.0 Procedures

3.1 The Academy will have a designated teacher(s) for child protection and a nominated governor who will be required to attend child protection conferences. All teaching and non-teaching staff will attend training every 3 years. Those designated staff and governor(s) will attend every 2 years; this should also include multi-agency training.

3.2 This will/may include:

- Teachers
- Classroom assistants
- Midday supervisors
- Technicians
- Governors
- Secretarial and clerical
- Librarians
- Cleaning
- Caretakers
- Kitchen and ground staff
- Volunteers/parents
- Regular coach/mini bus drivers

3.3 The training will provide staff with an awareness of the legislation and government policy supporting child protection and an understanding of the role of education providers. It will also explore as wide a range of issues,

procedures and processes to enable staff to recognise what constitutes a cause for concern. The training will explore issues such as:

- physical injury;
- presentation or physical appearance;
- allegation;
- behaviour;
- making referrals where there are concerns about a child or young person;
- procedures where there are allegations against a member of staff;
- providing a safe environment;
- contributing to and identifying when to take necessary action to safeguard children and young people;
- recognising and responding to concerns;
- understand their own role and that of other agencies;
- communicate and act appropriately to safeguard children and young people;
- knowing how to access support, and who to access it with;
- ensure that appropriate records and documentation is maintained.

3.4 The Academy will recognise the key role of the designated senior persons and arrange all necessary support and training.

3.5 The Academy will ensure every member of staff and every governor knows:

- the name of the designated person and their role;
 - They are: Mr Ian Pollard
- the names of the colleagues who have been identified as back up for the designated person.
 - They are: Mrs Stella Taylor
- that they have an individual responsibility for referring child protection concerns using the proper channels;
- governors should report any concerns to the Principal or Child Protection designated person;

3.6 The Academy will ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a child or young person who may tell of abuse.

3.7 The Academy will ensure that parents have an understanding of the responsibility placed on the Academy and staff for child protection.

(Note: The DCSF guidance “Safeguarding Children in Education” states that “All parents need to understand that schools have a duty to safeguard and promote the welfare of children who are their student’s, that this responsibility necessitates a child protection policy and procedures”.)

3.8 The Academy will provide induction training for new staff so that they know:

- (i) their personal responsibility,
- (ii) the local procedures,
- (iii) the need to be vigilant in identifying cases of abuse
- (iv) how to support a child or young person who tells of abuse

3.9 Notify the local Social Services team if:

- it should have to exclude a child or young person on the child protection register either for a fixed term or permanently;
- there is an unexplained absence of a child or young person on the child protection register of more than two day duration from school (or one day following a weekend)

3.10 Appleton Academy will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences. In support of the training and following the guidelines of Working Together to Safeguard Children the Academy recognises the importance of adopting a multi-agency approach and developing better working relationships, effective communication and understanding. This approach will develop a common core of skills and knowledge and similar training enabling better communication with children and young people, understanding child development, safeguarding and promoting the welfare of children and young people, supporting transitions, multi-agency working and sharing information. This approach will help in identifying children and young people suffering or likely to suffer significant harm and acting appropriately, by identifying grounds for concern and acting appropriately, and contributing to effective working in partnership with other agencies and organisations.

3.11 The “Working together document to safeguard Children” will be reviewed later in 2009. The Appleton Academy will:

- keep written records of concerns about children and young people (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- ensure all records are kept secure and in locked locations;
- employ robust and secure recruitment and selection procedures, which are always mindful of protecting children and young people from unsuitable people.

3.12 If allegations are made against a member of staff, a member of staff contracted by the Academy, a volunteer or member of a group using the Academy facilities, the following actions should be taken:

- The designated person or their back up should be informed who will discuss the matter with the Local Authority Designated Officer (LADO).
- The LADO will follow the procedures laid down by the Bradford Safeguarding Children Board in their document “inter-agency safeguarding procedures”.

4.0 Supporting the child and young person at risk

4.1 We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of blame. The Academy may be the only stable, secure and predictable element in the lives of children and young people at risk.

4.2 The Academy will endeavour to support the child and young person through:

- the content of the curriculum to encourage self esteem and self Motivation (see section 2);
- our ethos which:
 - promotes a positive, supportive and secure environment
 - gives children and young people a sense of being valued (see section 2)

- The Academy's behaviour policy is aimed at supporting vulnerable children and young people in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child or young person but does not damage the child's or young person's sense of worth. The Academy will endeavour to ensure that the child and young person knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse, which has occurred.
- Liaison with other agencies who support the child and young person which may include Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

4.3 When a child and young person on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

5.0 Children and young people with a statement of Special Education Needs

5.1 We recognise that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

6.0 Common Assessment Framework (CAF) Training

The Academy will ensure that all staff are made aware of, understand and are carrying out their responsibilities in line with professional standards and current child-related legislation with regard to identifying pupil need, in particular child protection, special educational needs and disabilities. Staff will be aware that there will be situations that require, for example, an immediate referral to social services rather than a CAF. A CAF should be carried out by the person who the Academy considers to be the most appropriate. This person will have undergone local training in CAF procedures. Examples of those known to be undertaking CAFs include pastoral staff, SENCOs (or teaching assistants supporting the SENCO),

learning mentors, heads of year, teachers and head teachers. See the 'Guidance on access to Children and Young People records' policy.