



Child Protection Policy

1 Introduction

1.1 Droylsden Academy fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the Academy. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

1.2 Droylsden Academy recognises that because Academy staff is in regular and frequent contact with children, they are particularly well placed to observe signs of abuse. The Academy is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the Academy is committed to reacting in accordance with the DCSF guidelines in all cases where there is concern.

2 Designated Child Protection Manager

2.1 The Principal has designated two members of staff to act as the Child Protection Managers (CPMs) for the Academy. The CPM for Manor Road is Glynis Elsener and the CPM for Cryer Street is Rebecca Lumb. The Principal shall advise the Governing Body and all members of staff of the names of the Academy's CPMs and inform them of any changes.

2.2 The Principal shall also ensure that all staff and Governors are aware that the CPMs responsibilities include:

- i ensuring that effective communication and liaison takes place between the Academy and Social Services, and any other relevant

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- agencies, where there is a child protection concern in relation to an Academy student;
- ii ensuring that all staff have an understanding of child abuse and its main indicators; and
 - iii advising staff on the Academy's and their own child protection responsibilities and supporting staff in their child protection role.
 - iv ensuring that all staff have undertaken basic child protection awareness training.
 - V ensure that all documentation is up to date and kept in a secure environment.
 - vi CPM also needs to undertake training in interagency working that is provided by or to the standards agreed by the Local Safeguarding Children Board. Such training should be refreshed every two years.
- 2.3 The designated CPMs will be the first person to whom education staff report concerns. It is then the responsibility of the designated CPMs to discuss the situation with the relevant agencies.
- 2.4 The Academy has arrangements in place for when the designated CPMs are absent.
- 2.5.1 The CPMs are responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to procedures established by their Local Safeguarding Children Board. They must be able to deal with allegations made against members of staff.
- 2.5.2 The CPMs will act as a source of advice, support and expertise within the Academy and 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 children and members of staff.
- 2.5.3 The CPMs will ensure each member of staff has access to, and is aware of, the Academy's Child Protection Policy. This is essential in respect of staff that are perhaps part time or work with more than one Academy, such as Connexions Personal Advisors, trainee teachers and supply teachers.
- 2.5.4 The CPMs will liaise with the Principal to inform him of any issues and ongoing investigations and to ensure there is always cover for the role.

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- 2.5.5 The CPMs will make sure that the Child Protection Policy is updated and reviewed annually
- 2.5.6 The CPM will ensure parents see copies of the Child Protection 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).
- 2.5.7 Where children leave the Academy roll, the CPM will ensure their file is transferred to the new Academy as soon as possible (This can be done electronically). If a child leaves and the new Academy is not known, the DCFS should be alerted so that these children can be included on the database for lost children.

3 Training in Child Protection

- 3.1 All new staff are made aware of the Academy Child Protection Policy and Procedures during their induction. The document is available to staff electronically.
- 3.2 All staff working at the Academy receive adequate training to familiarise themselves with child protection issues, their responsibilities and the Academy procedures and policies with refresher training every 3 years.
- 3.3 Staff involved in the recruitment and appointment of staff have refresher training every 2 years.
- 3.4 The designated person(s) for child protection undertake specific training with a recognised body e.g. NSPCC or LSCB once every 2 years.

4 Reporting Concerns

- 4.1 In the event of a member of staff having a child protection concern about a student, they must immediately report that concern to the CPM. The member of staff will be asked by the CPM to document briefly the events which have given rise to the concern.
- 4.2 The Academy follows the Local Safeguarding Children Board guidelines for safeguarding children and the CPM will liaise with Social Services and other agencies, as appropriate. The action taken by the CPM will, therefore, be in line with the DCSF guidelines.

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4.3 The CPM will report back to the member of staff who made the initial report on a 'need to know' basis but informs the member of staff that appropriate action has been taken.

5 Record keeping

5.1 The CPM is required to manage the keeping of records in relation to child protection matters. These records must be stored securely. Where a person makes an oral statement, a written record should be produced and it should be signed and dated by the author.

5.2 Staff should be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Child Protection register, or where there are concerns about a child, the student's tutor, any other relevant staff and any 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.

5.3 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 schools
- 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.

6 Listening to students

6.1 Droylsden 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 students may feel stressed and confused. The Academy shall identify quiet areas and provide the opportunity to students to take respite from the normal day when necessary.

6.2 All staff shall be made aware that children 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 students at all times.

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- 6.3 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.

7 Confidentiality

- 7.1 The Academy's Confidentiality Policy is set out in the Sex and Relationship Education Policy.
- 7.2 Students should be reassured that their best interests will be maintained. However, staff cannot offer or guarantee absolute confidentiality. Instead they must explain that they may need to pass on information to other professionals in order to keep the student or other students safe.

The Academy must follow the guidance set out in "What to Do if You Are Worried a Child Is Being Abused".

- 7.3 Parents will normally be involved and should be kept informed of concerns unless staff are certain that the child would not be put at risk by their doing so. (In this policy statement, "parents" means all those having a parental responsibility for a child.)

8 Monitoring

- 8.1 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.
- 8.2 Parents/carers should 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 child.

9 Guidelines for monitoring

- 9.1 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 child
- Information from others
- If requested by another agency e.g. following a case conference

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9.2 Who?

- Teachers
- Other Academy staff
- Other staff in regular contact with the child

9.3 What?

- Patterns of attendance
- 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

10 Preventative approaches

10.1 Children can be taught through the curriculum about the risks of different kinds of child abuse and can be equipped with the skills they need to help them stay safe.

10.2 A child protection programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual 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 children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

10.3 Child protection can be interwoven with many aspects of the existing curriculum. It can help children 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

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- Take decisions and accept responsibility for self and others
- Be self-reliant and independent.

10.4 We will encourage children to feel safe and to talk about their feelings.

It can:

- reduce isolation in the emotions they experience
- relieve tension by enabling children to talk and be listened to
- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
- allow children to perceive situations more clearly for planning an action or change
- make children feel protected by a culture which actively promotes a 'listening environment'.

10.4 All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

11 The role of the Governing Body

11.1 The governing body of a Academy will approve the Child Protection policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with

11.2 They will ensure that a designated teacher and a nominated governor for child protection are in place

11.3 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 DCFS 2007'.

11.4 They will recognise the importance of the role of the designated CPM and provide support by ensuring that training is undertaken. They should appreciate the additional duties taken on by the member of staff when carrying out this role, especially when there are on going child protection issues

11.5.1 Governors will recognise the contribution the Academy can make in helping children keep safe through the teaching of self-protection skills and encouraging responsible attitudes to adult life through the PSHE and Citizenship programmes of study.

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12 The role of the Principal

The principal will;

- 12.1 Establish procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the DCSF. These should be accessible to all staff.
- 12.2 Liaise with the nominated governor on child protection issues and Academy policy
- 12.3 Appoint a designated CPM to co-ordinate action within the Academy and liaise with other agencies on suspected abuse cases
- 12.4 Ensure that the CPM receives appropriate training and support
- 12.5 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
- 12.6 Make parents aware of the Academy's Child Protection Policy
- 12.7 Work with local partners such as the Children's Services to create a safe environment for children at the Academy

13 Monitoring, Evaluation and Review

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

References

DCSF Guidance "Safeguarding Children and Safer Recruitment in Education"
(issued Nov 2006 and came into force January 2007)

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Appendix 1 Logging a Concern about a Child's Safety and Welfare - all staff and other Academy personnel

Students Name:		D.O.B.	
Date:		Time:	
Name:		Signature	
Print:			
Position:			
Note the reason(s) for recording the incident.			
Record the Following factually:	Who?		
	What?		
	Where?		
	When?		
Use dates and times if known			

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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.

Check to make sure your form is clear now - and will be clear to another professional reading it next year.

PLEASE PASS THIS FORM ON TO YOUR DESIGNATED PERSON FOR CHILD PROTECTION

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Appendix 2 Auditing Child Protection Files Kept by the Academy

The CPM will, as good practice, carry out an occasional audit of the Academy's child protection files to ensure that adequate records are being kept in an appropriate manner.

The check should cover the following:

- Facing sheet with name, address, d.o.b., family members and name, address and contact number of Social Services (if the child is on the child protection register this should be the key worker).
- Note or symbol on child's regular Academy file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year!), time, place
- Name, address and d.o.b. of child(ren) concerned recorded on each Sheet
- Factual outline of incident /concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copy sent to Children's Services Social Care and Education.

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Date file started
Name of child
Any other names by which the child is known, if relevant
Date of Birth
Address
Other family members (include full name, relationship e.g. mother, stepfather etc. For U18's, include age if known)
Are any other child protection files held in the Academy relating to this child or another child closely connected to him or her? YES/NO
If yes, which files are relevant?
Name and contact number of key worker (Social Services), if known
Name and contact number of GP, if known

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